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# Methods of Vocational Guidance

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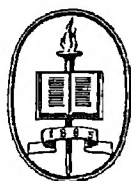


# Methods of Vocational Guidance

WITH SPECIFIC HELPS FOR  
THE TEACHER OF BUSINESS SUBJECTS

BY  
GERTRUDE FORRESTER, ED. D.

*Director of Vocational Guidance and Placement  
Head of Department of Business Education,  
Public Schools, West Bend, Wisconsin  
Instructor, Summer Sessions,  
Teachers College, Columbia University*



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## Preface

THIS book has been written to assist teachers in the more than 24,000 high schools in the United States which do not employ vocational counselors and in that portion of the 1,233 high schools with counselors serving half-time or more which do not have well-developed programs in vocational guidance. Even in schools with well-developed vocational guidance programs many of the exercises recommended may supplement services being rendered by officially appointed counselors.

The book is devoted to specific methods of helping youth plan their vocational lives. The theory and philosophy of vocational guidance have been presented in many treatises and are not repeated here. For the principles of vocational guidance which would form the basis of the methods proposed in the following chapters, the reader may be referred to three excellent sources: George E. Myers's *Principles and Techniques of Vocational Guidance*, Harry D. Kitson's *I Find My Vocation*, and *Principles and Practices of Educational and Vocational Guidance* published by the National Vocational Guidance Association. In addition, the reader may well consult the recent reports of various authoritative groups among recognized educational bodies. These reports reflect current educational philosophy in relation to helping youth plan careers. But while the reports deal adequately with theory, they do not recommend specific methods or describe specific practices.

Readers of general works on vocational guidance realize the need for books devoted to methods of putting theory to work. Moreover, while new literature describing occupational activities, indexes to current vocational articles and publications, and current data furnished by government agencies provide the counselor and teacher with more resources than have ever before been available, many teachers need to know where to find these aids and how to use them. Accordingly, detailed description of methods and abundant citation of source material are the important features of this book.

Since giving information about occupations is a basic step in helping youth prepare for the working world, much emphasis has

been placed upon this phase of the subject. Special attention is devoted to each of the following objectives: (1) informing pupils about the occupational world — Chapters I–XIII; (2) acquainting pupils with sources of information regarding occupational opportunities, requirements, and trends — Chapter XIV; (3) giving pupils mastery of techniques to be used in investigating occupations — Chapter XV; (4) informing pupils about courses, colleges, and schools for further training — Chapter XVI; and (5) cultivating an understanding of interrelationships among occupations and the contribution of all forms of work to the welfare of society — Chapters XVII–XVIII.

The reader may question the need for giving information about occupations outside of a course in “occupations,” which is widely recognized as an important part of the regular academic curriculum on a par with algebra or American history. Unfortunately, however, this course does not exist in most schools. If pupils are to receive adequate instruction in occupations, it must come through the subjects already in the curriculum and through *all* of the subjects in the curriculum. Furthermore, even when a pupil has had a unit in occupations in the eighth or ninth grade, there is a need for a continuing study of occupations in the light of changing interests, conditions, trends, and demands. While studying business subjects in the later years of high school, for example, a pupil is more nearly ready to assimilate concrete information about specific occupations than when studying occupations in general in the lower grades.

Techniques of counseling and helping the pupil to inventory his strengths and weaknesses are treated in Chapters XIX–XXI. These subjects are covered more briefly than those aimed at giving occupational information. It is not intended to minimize their importance; they are given less emphasis because they require time and technical skill which the average teacher is not expected to have.

Placement and follow-up services and the co-ordination of community organizations are treated at length in Chapter XXII. The literature on each of the topics has been surveyed and outstanding activities are described.

Methods of assembling and filing materials are dealt with in Chapters XXIII–XXV.

A thorough program of vocational guidance requires, of course, the services of expert vocational counselors with pro-

fessional training and with adequate time. Whether or not such experts are available, however, it is certain that teachers of various subjects can render valuable service. An early statement illustrating the application of this principle was made in 1914 by Jesse B. Davis, in *Vocational and Moral Guidance*, a complete course of high school English, where the author showed how teachers of English could stimulate their pupils to think about problems of occupational life. A few years later, in 1919, Giles and Giles prepared a text, *Vocational Civics*, containing an outline for giving vocational guidance through the civics course. From time to time reports have appeared showing how teachers have incorporated vocational guidance with class work in chemistry, speech, home economics, and other subjects. Many lesson plans were published in "Vocational Guidance through School Subjects," by H. D. Kitson, in *Teachers College Record* (May 1927). Other plans appeared in Mildred Lincoln Billings's *Group Methods of Studying Occupations* (1941). Curriculum committees, notably in Virginia, Los Angeles, and the Samuel Tilden High School, New York City, have prepared plans for use by teachers of mathematics, history, and science who wish to point out the vocations related to or based upon their subjects.

Little attention has been paid, however, to vocational guidance through instruction in business subjects. It is one aim of this book to outline a plan whereby the teacher of business subjects can minister to the vocational needs of his pupils — not completely, for full vocational guidance is an intricate undertaking requiring special training and the co-ordination of many agencies within and without the school. This book confines itself to pointing out services which the "average" teacher of business subjects may perform without special training.

Specific aids for the business teacher include a list of biographies of business leaders; a list of fictional descriptions of business occupations; a skit based on titles of business and clerical occupations; a list of clerical occupations; plays dealing with business attitudes; and directions which have been developed by the author for use with business classes for the use of radio, for trips to places of employment, for career conferences, etc.

The amount of time allocated to vocational guidance in business instruction will depend on the enthusiasm of the instructor and the interest of the pupils. Some of the activities suggested in this book may occupy only two or three periods a

semester. But even if only five per cent of the 10,000 minutes of a year's course can be devoted to career planning, teachers of business subjects need to know where to find aids and how to use them effectively. The selection of materials given here is based upon a thorough survey of the best practices reported in the educational literature, and each topic is treated comprehensively, so as to produce a definitive source book; for it was felt that business teachers would wish a full, rather than a scant report. In the Selected References the most important references, those for first purchase or first consultation, are specially marked (§). The vocational guidance program set up and followed by the author and described in some detail in the Introduction may guide the reader in determining the relative importance of different parts of the book.

The teacher of business subjects plays a triple role: (1) He is a teacher of vocational subjects, inasmuch as many of his pupils are thinking of his subjects as vocational tools. (2) He is a teacher of cultural subjects, since business skills and knowledges are a part of the culture of the race. (3) He is often a teacher-counselor. Even though not trained as a counselor he is obliged to give some advice to pupils regarding their future plans.

The conscientious teacher of business subjects cannot escape taking this point of view: In a few years this pupil is going to be at work. How can I help him to prepare for his work — not merely by giving him vocational skills, but by directing his thinking and planning, helping him to see the problems he will encounter in occupational life, helping him to develop the right attitudes toward work, and enabling him to envisage the promotional steps in various occupations?

Every teacher of business subjects must feel that while the curricula provide for developing skills in the use of shorthand, typewriting, bookkeeping, and office machines, most business instruction does not pay sufficient attention to the occupational setting in which these skills will later be used, nor to the steps one should take in marketing his services and forging a career. There are many methods of vocational guidance that the teacher of business subjects can legitimately use without weakening his technical instruction. By employing these methods, he will become a better teacher. His own enthusiasm will be greater. His instruction will be practical rather than academic. Pupils will take more interest and will be spurred on to greater effort.

Vocational guidance will serve as a stimulation to both instructor and pupil.

The author wishes to express sincere appreciation to all who have contributed to the preparation of this book. Grateful acknowledgments are made to the members of her doctoral committee at Teachers College, Columbia University — Professor Harry D. Kitson, chairman; Professor Hamden Forkner; and Professor Thomas Briggs — for their discerning criticisms of the dissertation on which this work is based. Especial thanks are due to her adviser, Professor Kitson, whose quick insight into the possibilities of this study and whose penetrating criticisms and constructive suggestions regarding methods of vocational guidance have proved continuously enlightening. Students who have been members of his classes will recognize the many ideas that may be attributed to his lectures.

Many of these chapters have developed from lectures and teaching outlines used at the University of Wisconsin, summer of 1938; at the College of the City of New York, 1939-1941; and at Teachers College, Columbia University, during twelve sessions of service as assistant, lecturer, or instructor between 1935 and 1944. The author is grateful to the many students and co-workers whose interest has been an encouragement.

For critical reading of the manuscript and helpful suggestions, the author is indebted to Professor B. V. Moore, Pennsylvania State College; Professor George E. Myers, University of Michigan; and Professor Clare L. Sweeney, Simmons College, Boston.





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## Introduction

**T**EACHERS of business subjects frequently ask how they can introduce vocational and avocational guidance into their school programs. They want to know how to initiate such a program and how to develop interest in it.

The author's experience in directing the vocational and avocational guidance work is summarized here to give a practical example of the co-ordination of the suggestions offered in this book. It is not claimed that this set-up is perfect; in fact, in no two years have identical programs been followed. The program here described, however, is a fair sample.

For the first two years, the author's work was carried on in addition to a full-time teaching load of seven daily classes of shorthand, typewriting, and bookkeeping. During the tenth year, one-half time was devoted to individual counseling and direction of the work. The program in the first few years was conducted without a cent of added expense to the school. The present program costs approximately thirty cents per pupil, in addition to staff time.

As the first step, each faculty member was assigned approximately twenty-five advisees, the assignments being made by classes. The men faculty members were given boys and the women girls. These groups corresponded closely to the homeroom groups in many schools. Pupils in the groups were asked to elect chairmen, vice-chairmen, and secretaries. These officers and the faculty were then given a list of sixty-six possible activities in various phases of social, vocational, and avocational guidance and were asked to check the thirty they would prefer. Some of the topics on social usage proved most popular and were the subjects of the first discussions. "Sportsmanship on the Bleachers" was one of these. Sportsmanship codes and excerpts from writings on the subject were mimeographed and distributed as a basis for a possible code for the school. The effectiveness of this project was illustrated during the football season, when the principal received letters from two neighboring school principals complimenting the school on the sportsmanship of its rooters.

These letters helped to create enthusiasm for "ten o'clock period" discussions.

Copies of free and inexpensive pamphlets were distributed weekly to the advisers and student chairmen for use as the basis of discussion during weekly half-hour meetings. The list covered such topics as how to study, scholarship information, college entrance requirements, social usage, safety education, photoplay appreciation, radio materials, conservation education, vocational and avocational guidance. To defray the cost of these materials, which averaged two dollars a year for each adviser, the student officers sponsored a motion-picture benefit and sold pads of typewriting paper.

Considerable local publicity, as well as leadership, was developed by having what was called "privilege days," when the student officers were privileged to arrange whatever programs they desired. The student officers invited speakers, arranged dramatizations, and held forum discussions. Such topics as personal attractiveness, manners and courtesy, civic interests, health, qualities leading to success, personal ideals, earning and saving money gave variety to the programs and interested parents and community leaders. Suggested topics were grouped under the four objectives of education: objectives of self-realization, objectives of human relationships, objectives of economic efficiency, and objectives of civic responsibility.

On one privilege day two freshman boys asked a physician to talk to their group on health. On being told that he had promised to talk to another group, the boys asked the physician whom he would suggest as an alternative. He immediately became a member of their committee and sent the boys with a message to the county judge, who had a series of conferences with them and considered it a privilege to get the viewpoints of youth. Shortly before Christmas, when the high school was in session but most universities were closed, each group invited two alumni attending a school for advanced training to talk to them on college life and to give any advice which might prove helpful. Talks on social conduct were given in a similar manner by men and women chosen by the pupils.

These activities served as preliminary integration exercises preparatory to the vocational guidance work. The next step was an assembly talk by a well-known authority in vocational guidance, who forcefully recommended the investigation of the

occupations being considered by pupils and a careful study of the requirements, opportunities, and rewards.

At this point the co-operation of the service clubs proved valuable. Knowing that boys and girls do not always possess the disposition to conduct intensive investigations but that research and study are acquired characteristics, the service clubs offered the inducement of giving vocational experiences to those pupils whose essays showed industry, effort, and sincere interest. The service clubs also conducted vocational conferences, granted interviews, invited groups to visit their business houses and industrial plants, donated vocational books and pamphlets to the libraries, furnished assembly speakers, and by their personal interest advanced and intensified the vocational guidance program.

Each faculty adviser was asked to choose an occupational field on which he was willing to gather information and sources of current material, and each pupil in the office practice class was assigned to assist a faculty member with the correspondence and the collection of material for this purpose. Business classes also assisted in making the surveys of the occupational choices and placement and in preparing the weekly vocational guidance page in the school paper. They sent for college catalogs, arranged bulletin board displays, and classified and filed pictures, pamphlets, and clippings. They established a classroom library of business occupational literature.

In the third week of each quarter, members of the typewriting classes were asked to bring to class books on business occupations, job hunting, or personal development. As the pupils read the books, they extracted significant sections and typed summaries and personal conclusions. This practice gave the students familiarity with books of this nature as well as practice in typewriting. The folders containing the accumulated book briefs over the period of two years of typewriting and stenography were of considerable use in personal counseling. A card file of the pupils' opinions of these books has been useful in promoting the reading of this type of book.

After considering a variety of occupations, the freshmen wrote reports for an assignment in citizenship, the sophomores and juniors for credit in English, and the seniors for credit in both English and American history. Many teachers co-ordinated their work to assist in this project. Members of the typewriting classes typed their reports for their class work. The history

classes investigated the development, trends, and the probable future of the occupation. Bookkeeping classes prepared charts and statistical graphs. Shorthand classes used dictation material from books dealing with planning the future. As each report included an interview with someone in the occupation and the reading of a biography of a successful worker, this material was used for class reports in various subjects.

The papers were turned over to the Kiwanis Club chairman, who distributed them to various service club members for grading. At the Kiwanis dinner for the twenty pupil guests who had written the best reports, a member of the club testified that he had received more of value from reading these papers than from any other activity connected with the club.

Exploratory opportunities developed from the project. Rotary Club members invited to their offices and places of business for observation and tryout experiences the writers of the papers that showed the most interest and industry. Each senior writing on stenography was permitted to go, one at a time, for one week, after school, to three business offices to observe the kind of work for which he was preparing. An electrical engineer invited all pupils who investigated electrical engineering to work with him for one week after school hours and on Saturday. A lawyer invited the students who wrote on law. A physician conducted a half-day conference and tour of a hospital for all those who wrote on medical occupations. The Business and Professional Women's Club offered the same service.

Educational guidance is given by the advisers who distribute and collect the report cards six times a year. At the time of individual conference, the adviser initials the report card. During American Education Week, advisers hold scheduled individual conferences with parents. Now that the vocational counselor has been given time for interviewing, individual vocational conferences are held with all pupils. Individual folders containing a record of the school achievement marks, scores on tests of mental ability, occupational choice, the college plan, if any, family background, extracurricular activities, interest inventories, personal data, and work experiences are indispensable for individual counseling and as a guide for referral for job openings which may lead to satisfactory fields of employment.

Advisers are urged to fill out anecdotal reports of vocational significance. Advisers take an active part in directing assembly

programs and discussion groups that will help the pupils in individual growth, personal relations, desirable social adaptability, resourceful effort, successful experience, and in deepening the knowledge that it "pays to play fair." Activities are planned which will aid young persons with their problems of self-inventory, self-discovery, self-development, and self-direction.

A placement service and various techniques for a follow-up of graduates gradually came to be included in the program. Educational Experience Summaries were typewritten and sent to all graduates to assist them in presenting a digest of their experiences and qualifications to any school, or any employing or inducting agency. Informal ways of keeping in touch with graduates developed by inviting alumni to return to give advice and information to groups of undergraduates. The graduates give practical, worth-while information. Furthermore, in the ensuing conversations, the advisers are alert to discern some of the problems currently encountered by the graduates themselves, their growth in their new environment, and their relationship to their fellow workers and supervisors. The advisers seek to aid them to see future opportunities, to make ready to meet them, and to progress in their work and study. Through these vocational and educational guidance programs, the advisers assist the graduates in their vocational adjustment, which is the primary aim of a follow-up program. - *Group*

At intervals the student officers of the vocational guidance groups met with the faculty director and considered new activities. Their evaluations and suggestions for improvement of the various projects were found to be aids to enthusiastic reception by the pupils.

In alternate years the general accent of the program has been changed from vocational to avocational, and an exhibit of leisure-time interests has been held. All educators agree that the school should encourage pupils to make wide use of leisure time. To do this, each youth must become interested in and receive training in some avocational pursuit. The school, however, cannot and need not do this alone. The community has infinite resources which may be utilized. Service and civic clubs, hobby clubs, and local hobbyists co-operated to present the leisure-time interests of the people of the community in a display to show young people the possibilities for the wider and wiser use of spare time and to direct and to strengthen those interests.

A list of 150 leisure-time interests and some comments on their values were mimeographed and distributed. All vocational guidance groups were asked to fill in a blank with names of exhibits they would like to see, exhibits to which they could contribute or on which they would like to have an assembly talk, and names of local men and women hobbyists they wished to have invited to talk to them.

All local hobbyists were urged to take part in a "hobby show." Exhibitors were invited to remain with their displays at the time of the exhibit to explain interesting features or to give demonstrations. As there were no glass cases to protect the exhibits, this procedure also took care of the supervision of the displays. The personal enthusiasm of the hobbyists with its contagious quality was a surprise and inspiration to the young people. The result was an afternoon and an evening exhibit of thirty-five subjects in the thirty-five classrooms of the school, free to the public. Every entry reaching the standard was given a blue ribbon, not as a prize, but as a token of appreciation. Ten civic clubs cooperated, 650 blue ribbons were given to hobbyists who exhibited, and 3,000 people in a city of 5,000 visited the display of leisure interests.

At the same time the school and the public library bought new books on hobbies, which were exhibited in the various rooms to familiarize the public with the best materials in books and special magazines along the lines of their interests. Lists of the new books were distributed. A reading promotion plan permitted the entry of reading as a hobby. A blue ribbon was given if a person selected a subject, read three books on it, wrote out notes, comments, excerpts, personal conclusions, and told why he liked the book he selected as best. The "Reading with a Purpose" plan of the American Library Association was encouraged.

After the adult leaders of the community awakened the enthusiasm of the high school pupils by the presentation of a variety of interests, many youth were inspired to continue the cultivation of hobbies. It was found that the members of the faculty were possessed of a genuine versatility, which made it possible for a large number of interesting groups to be formed. Membership in any one of these clubs was open to any pupil who wanted to find out more about a particular hobby.

At the same time that a school is developing avocational interests, it is enlarging the basis for each pupil's vocational effi-



ciency. By having leisure interests stressed by the same persons who direct the vocational planning activities, pupils accept the vocational guidance program more readily. Also, by alternating the emphasis on vocational and avocational plans, it is easier to keep pupils from feeling that there is an overemphasis on future careers.

As will be discerned from this description, this plan of a vocational and educational guidance program is not so comprehensive as to approach the ideal. However, it possesses these merits: (1) All pupils marshal significant facts concerning occupations that interest them and prepare written investigations. (2) Interest inventories, cumulative records, and personal data service help all pupils in self-appraisal. (3) At least once a year all pupils have individual half-hour conferences about their vocational and educational plans. (4) Pupil initiative and pupil activity are given scope in the group discussions. (5) Civic and service clubs, graduates, and men and women in the community co-operate. (6) Pupils are furnished considerable information which they may use as a basis in making their own decisions with reference to their vocations and avocations. (7) A placement service assists pupils to secure suitable employment or advanced training. (8) As results of occupational research and the tools of the science of "occupationology" \* have become available, they have been utilized in the vocational guidance program.

Many evidences of community approbation and pupil appreciation resulting from this program might be cited. When the senior graduate who was designated as "outstanding" by the American Legion gave a commencement address, he chose as his topic "Vocational Guidance," while the outstanding girl chose "Avocational Guidance." The dedication of the school yearbook to the director of guidance "in recognition of her efforts in bringing the guidance program to a prominent position in the curriculum of the high school" is another evidence of pupil acceptance of the program. When a banker bequeathed a thousand dollars for books for the library, the director of guidance was designated chairman of the book selection committee. When a new addition was made to the high school building, the commercial department had included, besides rooms for instruction, a suite of three rooms — one for counseling, one for records, tests,

\* "Occupationology — A New Science." *Occupations, the Vocational Guidance Magazine*, pp. 447-448. April 1944.

and bookshelves, and one for storage and mimeographing. Following a display of leisure-time interests, an editorial in the city newspaper expressed the wish of adults that the exhibits continue over a three-day period, as many people desired more time to examine them and to ask questions of the hobbyists. Approximately fifty per cent of the faculty members enrolled in one or more training courses in vocational and educational guidance in one of the university summer sessions. During the twelve years that vocational conferences have been held, no pupil ever failed to meet his guest speaker at the office and introduce him to his group. A note from a former valedictorian serves as an example of continued co-operation of alumni: "I appreciate your kindness in sending me a picture of the College Day speakers. As for my participation in the program, no 'thank you' was necessary. The pleasure was mine because visiting school is like recalling happy times. I am glad to give to others some of the help that was given me. -- Lewis Rose." It is fair to say that the program resulted in a keen and lively interest that extended beyond the vocational horizon to an appreciation of the obligations and privileges of social living.

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# Methods of Vocational Guidance

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# A BIRD'S-EYE VIEW OF THE OCCUPATIONAL WORLD

## *Looking Over the Occupations*

VOCATIONAL guidance can be given only on a foundation of authentic, comprehensive, and continuing information about the kinds of work that exist. To examine the different occupations, pupils need to gain an acquaintance with the various fields of work and to investigate thoroughly those which they are considering.

Acquainting oneself with the great number and variety of occupations is not simple and cannot be accomplished haphazardly and accidentally. The number of occupations defined in the *Dictionary of Occupational Titles* and its supplement exceeds 21,000. Consequently, radio, motion pictures, visual aids, wide reading, discussions, interviews with workers, and visits to places of employment may all be used as instruments to give information about the vast range of occupational activities. They may be combined to reinforce one another as tools to impart this information.

The procedure set up for helping youth plan their careers is called vocational guidance. According to the principles adopted by the National Vocational Guidance Association, vocational guidance is "the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career — decisions and choices necessary in effecting satisfactory vocational adjustment." \*

Implicit in this definition are the following functions: (1) assemble information about occupations, (2) impart information about occupations, (3) assist individuals to appraise their strengths

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\* "The Principles and Practices of Educational and Vocational Guidance." *Occupations, the Vocational Guidance Magazine*, XV (May 1937), pp. 772-778.

and weaknesses, (4) counsel with individuals, (5) place individuals in suitable jobs, and (6) follow up workers who have been placed.

One of the principles of educational and vocational guidance is that while the individual should receive assistance in ascertaining his own qualifications and the occupational and educational opportunities available, freedom of choice is his inherent right and is as important for his development as equality of opportunity. Much of the information on which he will base his choices must be derived from books and pamphlets. Consequently, the available printed sources are described in detail in the following chapters and suggestions are made for stimulating their use.

Since the pupil should not have decisions superimposed upon him but has the right to make his own choices, the teacher and counselor will have to quicken within the pupil the desire to read vocational books and printed materials. New tools for teaching -- the radio, motion picture, modern discussion methods, and interesting books -- stimulate pupils to read; they increase the effectiveness of vocational guidance.

So that each individual, during his youth, may make and execute plans for choosing an occupation and preparing for it, he must know the requirements, opportunities, and trends of the various occupational fields. He must also know what the various fields are. In order to accomplish this, the most up-to-date methods, materials, and tools for surveying occupational possibilities should be utilized. The techniques and materials described in the following chapters have been found useful in providing pupils a comprehensive panoramic view of the occupational world.

# I

## Visits to Places of Employment

THE carefully organized excursion or field trip gives opportunity for firsthand observation of occupational activities and serves as a preparation for the more detailed study of occupational requirements.

Educators have generally agreed that trips to industries are a valuable medium of instruction and they have frequently used them in connection with geography. Journeys to more distant regions have been taken for their cultural and recreational values. With the increased need for vocational guidance, visits to places of employment assume a new significance. They not only give information about kinds of work but introduce the student to the types of problems he faces when choosing and preparing for the occupational world.

Classes in business subjects, a homeroom group, or a business club may follow various plans for observing the various types of occupations in their communities. Pupils who are taking business subjects for personal use will be interested in a wide range of fields of work; those who are taking them for their vocational values will center their efforts on trips to industries and places of business.

Representative methods of conducting group trips are described in current educational literature and may be adapted for use by classes of business subjects. Two entire books\* deal with the use of the excursion in teaching different subjects and describe practices in current use with valuable recommendations on general procedure: [4] *Outcomes of a Study Excursion* and [1] *The Excursion as a Teaching Technique*. Comprehensive sections on the school journey are contained in two books, [7] *Visualizing the Curriculum*, and [9] *Audio-Visual Aids to Instruction*. An organization known as the "School Journey Association," formed in England in 1911 to encourage the use of excursions, holds an annual meeting, reports of which may be found in the several yearbooks of the Conference of Educational Associations.† The association annual,

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\* For these and other items numbered in brackets [], see "Selected References" at the end of the various chapters.

† Conference of Educational Associations. Reports of the *Annual Conferences of Educational Associations*. "School Journey" section. Vol. 9-24. Darien Press, Edinburgh, Scotland, 1920-1935.

*The School Journey Record*, contains much valuable information on all phases of school journey activities.

Trips may involve a visit to (1) a local plant or office, (2) individual workers on the job, (3) a fair or organized exhibit, or (4) more distant points of interest.

### *1. Visit to a Local Plant or Office*

School systems use various procedures for scheduling trips. In some cities visual education departments are given the responsibility of formulating the plans. Excursion clubs and bureaus of occupational research are in charge of the arrangements in other schools.

The plan followed by a junior high school in Kalamazoo, Michigan, is described in a magazine article, [3] "The Excursion Club as a Supplement to the Class in Occupations." A vocational excursion club visits industries on alternate weeks and spends the intervening weeks in discussions, reports, and talks. The Los Angeles City School District distributes a booklet listing interesting field trips in that area. Entitled "It's Worth a Visit," it gives the names of firms, addresses, nature of activity, classes or groups to whom the trip would be of interest, time of visits, length of visit, and group size. Trips are scheduled through the visual education section of the Division of Instruction and Curriculum. Likewise, the Cincinnati Public Schools distribute an "Excursions Guide" as a curriculum bulletin to help teachers arrange for excursions. It classifies points for visiting and gives specific information about them.

A description of a plan developed in Chicago by the public school Bureau of Occupational Research may be found in two articles, [10] "Excursions in the Self-Appraisal and Careers Classes" and [5] "Tours for High Schools." According to this plan teachers take an inventory of the interests of their pupils in a suggested list of trips and forward it to the Tours Division, where plans are made on the basis of these choices. The tours are conducted on school days and Saturday mornings by guides assigned to this work. A pupil may attend tours so long as he does not miss the same class more than three times in a semester for this purpose. Pupils from all high schools attend tours in which they are interested, whether or not other pupils of the school are interested in the same occupations. This plan has the



advantage of serving all the schools in the city, with a minimum of confusion for the individual schools. The tours satisfactorily care for the interests of students located in widely separated schools.

Many schools develop more informal plans for visiting some of the accessible economic and industrial centers to procure direct information about the complex, ever-changing world of work. A school may obtain the co-operation of a service club for the initiation of these excursions. In some cities, each member of the Rotary Club agrees to invite the high school students to visit his place of business once in three years. This makes it possible to schedule at least five trips a year, thus permitting each student to visit twenty places of employment during his four-year course, without an undue burden on the industries: Members of the faculty are usually glad to visit local industries with the pupils, but they are not required to do so.

An entire business class may visit business offices, retail stores, advertising and commercial art firms, banking institutions, telephone and telegraph offices, and manufacturing establishments where office machinery and equipment are in production and in operation.

## *2. Visits to Individual Workers on the Job*

Some schools designate a "Vocation Day" or "Labor Day," which students spend with individual workers on the job. A full-day visit to a plant or office, a chance actually to observe the worker perform his duties, is probably next, in effectiveness, to trial work experience in the occupation.

In Saratoga Springs, New York, each pupil in the eighth grade writes to someone in the community asking permission to spend a day or part of a day with him at actual work. The local newspaper publishes an editorial asking the support of the workers. A day in May is set aside for all pupils to report to the job holders. Pupils take with them lists of questions, based on their reading, which they wish to have answered, and subsequently present both oral and written reports to the classes. Both before and after the visit, each pupil lists on a school chart the qualifications and requirements for the occupation he is considering.

The young people are urged to visit workers engaged in the

work they wish to enter and a follow-up study of former pupils is presented for their inspection. An up-to-date chart recording both the occupations selected by pupils while in school and the actual occupations they entered after completing school reminds pupils that they may not spring full-fledged into the position of their hopes. This realistic picture of current occupational opportunities serves as a continual reminder that job interests and actual future employment do not always go hand in hand. Pupils may discover that the high school freshman who aspired to be mayor is working as a machinist, the boy who hoped to become an editor is ushering in a theater, while the girl who chose to observe and train for stenography is today taking dictation in a business office.

A portion of the Saratoga Springs chart is presented below:

<i>Pupil</i>	<i>Occupational Interest When in School</i>	<i>Actual Employment Five Years Later</i>	<i>Number Years of High School Attendance</i>
1	Nurse	Textile mill operator	4
2	Laboratory Assistant	Salesgirl at Woolworth's	4
3	Mayor	Machinist	4
4	Child Nurse	Salesgirl	3
5	Telephone Operator	Waitress	3
6	Nurse	Telephone Operator	4
7	Editor	Theater Usher	3
8	Reporter	Truck Driver	4
9	Stenographer	Stenographer	4
10	Detective	Paper mill worker	2

A similar program is in effect in the Cony High School, Augusta, Maine. One day is set aside when about two hundred seniors visit business and professional places in the city which are related to the occupation in which they are interested. Both pupils and business and professional people report favorable results with this annual project. The preparation of a scrapbook or an essay usually is a prerequisite to this type of visit.

If a program of this kind is not planned for the entire school, the commercial department may utilize a similar plan for pupils in its classes. In some schools, advanced students volunteer to spend a day addressing calendars and holiday greetings for the executives in local offices, in order to have the opportunity to visit offices where clerical work is done.

### *3. Use of Organized Exhibits*

Very often teachers can plan trips to organized exhibits. For example, visitors to a fair, home show, business show, trade or commercial exposition can, if their attention is properly directed, obtain a picture of technological trends and practices in a variety of occupations in a short time.

Some state fairs, county fairs, and business expositions arranged for purposes of demonstration and advertising offer the opportunity for exploring developments in specific industries covered by exhibits in fields of work such as: electricity, printing, business machines operation, art and design, baking, nursing and public health, automobile repair, farming, aviation, and needle trades.

One of the best uses of a class visit to a museum is described by Thomas H. Briggs in an article, [2] "The Excursion as a Means of Education." Both the preparation for the trip and the reports enriched various courses and motivated work for many regular school periods. This visit did not deal with specific information about occupations but was conceived as a stimulus to interested, intelligent, and varied co-operative effort to "acquaint pupils with their community, initiate them with resulting 'satisfactions' into desirable activities that they should perform again and again, and furnish the best of opportunities for initiative, self-direction, and co-operation." However, the same techniques could be used in planning a trip to any center of industry or to a museum where the reports would accent vocational aspects. If the same initiative, self-direction, and purposeful study before and after the trip could accompany the search for information about occupational trends and opportunities, it would be a very valuable means of enriching and extending the regular work of the school.

### *4. Visit to More Distant Regions*

Summer educational journeys farther afield are becoming increasingly common. The hostel movement, accelerated by the provision of suitable inexpensive accommodations available to people on journeys of some duration, is encouraging these longer trips. In fact, many schools are making these a part of the curriculum. Though the emphasis on these trips is commonly centered on historic and political interests, the itineraries permit visits to commercial and industrial establishments, courts, airports,

printing shops, financial institutions, hospitals, agricultural and forestry enterprises, communication and transportation centers, legislatures in session, engineering projects, and other places where workers may be observed. As is stated in [7] *Visualizing the Curriculum*, "Through school journey procedure, the spark of scientific genius may be kindled, the naturalist developed, the musician started, artistic genius stirred, literary ambitions set on fire, patriotic impulses quickened, the spirit of adventure aroused. There is no limit to the possibilities."

An example of this type of trip is "Vocations,"\* organized to give youth a basis for vocational choice by providing an overview of the various kinds of vocational opportunities in a few selected areas. The itinerary included a visit to the State Department at Albany, N.Y., the General Electric plant at Schenectady, the Eastman Kodak Company at Rochester, potteries at Syracuse, and glass works at Corning. Proceeding through Pennsylvania, studies were planned of electrification and power plants at the Norris Dam, of the chemical industry, research laboratories, and manufacture of synthetic products at Wilmington, Delaware, and of government and civil service openings at Washington, D.C.

The wide range of vocational choice within any given industry offered a challenge to any young person's interests and abilities. In the lumber industry, for example, visits were made to lumber camps, reforestation projects, lumber mills, paper mills, furniture factories, including designing studios, research laboratories and exhibits, and wholesale and retail markets. Leaders in each branch of the industry talked about their work with the boys and girls.

A trip of this nature widens avocational as well as vocational interests. It gives the "heightened sense of living which accompanies the exploration of new places," at the same time providing a basis for vocational choice. During the last week of the trip the experiences are usually summarized. Here thoughtful inquiry provokes a more detailed study and investigation of possible vocations in terms of the requirements for success, services rendered, and satisfactions gained.

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\* Planned in summer of 1940 by Gretchen Switzer McCall and Kenneth Fairbairn, New York City.

## *Preparing Pupils for Trips*

Whether the trip is long or short, the teacher should make every effort to see that the lessons to be derived are thoroughly learned. The class should prepare for the trip by discussing in advance the specific items to be observed in the course of the visit. It is equally important to make specific plans for the discussions and group projects following the trip in order to summarize the observations, to clarify facts not thoroughly understood, and to correct wrong impressions.

As part of the preparation, the following directions for students may be published in the school paper and discussed with the groups when the preliminary plans for the visit are made and the transportation schedule announced:

### DIRECTIONS FOR PUPILS WHO VISIT INDUSTRIAL PLANTS

1. Always wait for the group to assemble and the sponsor to arrive before entering the building to be visited.
2. Stay with your group throughout the entire visit and allow the guide to precede you.
3. Do not carry on private conversations during the tour. When given an opportunity to ask questions, however, do not hesitate to do so, making them relevant and being careful not to ask for personal or private information. Ask for information which you cannot find in the literature.
4. Do not talk with employees unless encouraged to do so by the guide. Remember that we should not disrupt the work, no matter how interested we may be in what we are observing.
5. Touch nothing without permission.
6. Do not ask for samples.
7. Do not try in one visit to absorb all the technical knowledge. Observe the vocational aspects of the enterprise rather than the mechanical devices and machines. Consider:
  - (a) What are the workers doing? Is it the type of work you might care to do, if you had the opportunity?
  - (b) Does the work require thought and skill or is it merely routine? Does it offer any chance for advancement?
  - (c) What training, if any, is required for it? How and where may this be obtained?
  - (d) What are the conditions under which the people work? Is there sufficient light? Are the workrooms clean, sanitary, well ventilated? Is the work steady or seasonal? What is the

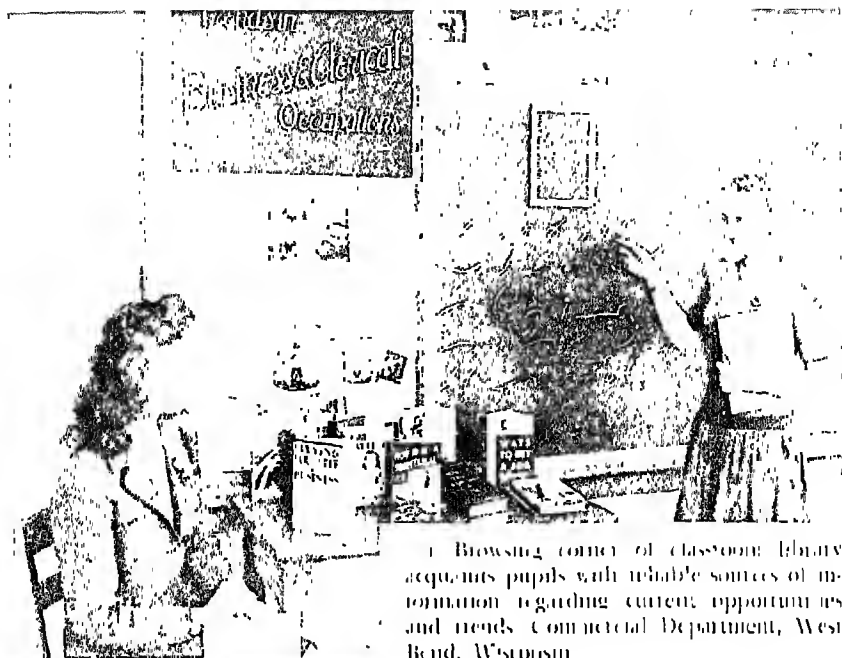
- rate of pay for beginning work? What social benefits does the worker get, such as arranging for insurance, profit-sharing, medical care, rest rooms?
- (e) What does this worker mean to you? How vital to you and to your community and your nation are the goods he produces or the services he renders? How could we get along without him? Prepare to discuss the relation of this worker to other workers and their interdependence.
  - (f) Is the field crowded or are there opportunities for employment?
  - (g) What are the evidences of employee activities: suggestion boxes, plant newspaper, bulletin board, recreation, or athletics?
8. Remember that on your conduct and interest, as evidenced during the trip, will depend whether future trips to industries will be conducted. Remember that your attitude and behavior will determine to a large extent what opinion the businessmen, with whom we come in contact, will form of our school.
  9. Show appreciation for the time and trouble taken by the guide. Interest and attention indicate appreciation, but a simple word of thanks as you leave will not be amiss.
  10. Appoint a committee to write a note of appreciation to the company and to the guides, or to show them your class report

### *Preparation of the Teacher for Trips*

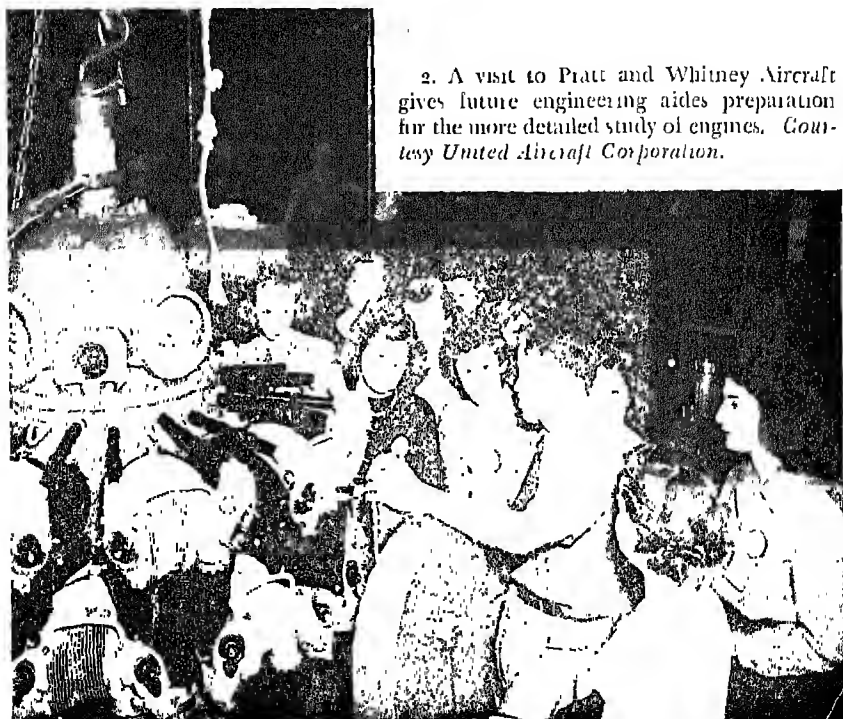
The teacher, as well as the class, needs to make careful preparation. Practical suggestions for the effective use of school trips have been given in several publications. Many of the following directions are based upon and elaborated in [9] *Audio-Visual Aids to Instruction*, [8] "Organization of Field Excursions," [6] "Visual Education and the School Journey," and [7] *Visualizing the Curriculum*.

#### SUGGESTIONS TO THE TEACHER FOR THE EFFECTIVE USE OF VISITS TO PLACES OF EMPLOYMENT

1. Evaluate the opportunities in order that as many as possible may be profitably utilized.
2. Make necessary arrangements well in advance with school authorities and with owners or representatives of places to be visited.
3. Establish cordial relations between school and industry, by maintaining a co-operative attitude toward those in charge of the arrangements.



1. Browsing corner of classroom library acquaints pupils with reliable sources of information regarding current opportunities and needs. Commercial Department, West Bend, Wisconsin

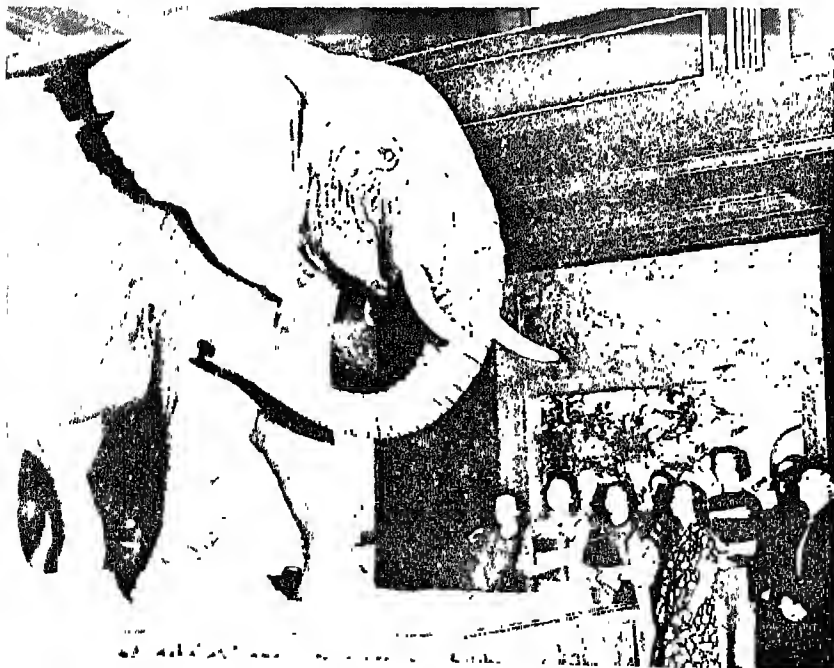


2. A visit to Pratt and Whitney Aircraft gives future engineering aides preparation for the more detailed study of engines. Courtesy United Aircraft Corporation.



3. Visit to Educational Hall American Museum of Natural History, enriches various school courses and motivates work to many assignments. (P. 9) W.P.A. New York City.

4. A visit to a museum widens vocational interests and gives the heightened sense of living which accompanies new exploration. Zoology students visiting American Museum of Natural History. *Courtesy Barnard College.* (P. 9)





4. Plan all details of the trip carefully: arrangements for transportation, guides, and safety precautions.
5. Make appropriate class preparation for the trip. Build an atmosphere of anticipation in the class and stimulate keenness in observing what workers are doing.
6. Stress the importance of the lesson following the trip; raise thought-provoking questions and challenges.
7. Arrive promptly at the scheduled time.
8. The ground will be familiar to some members of the group who will think they know all about it. Startle them then by bringing out or having them discover something that hitherto has been hidden from their understanding.
9. Do not crowd too much into one session. One good, rounded idea or combination of ideas is best. Concentrate on this and play it up in as dramatic a way as possible. Play with its facets, relating observations to vocational guidance.
10. Try to bring the pupils into contact with ideas which will arouse their curiosity and so plant the seeds for additional trips, reading, motion pictures, and other aids to learning.
11. Be familiar with the school regulations and state laws in regard to the use of school buses, the securing of parents' permission, and the carrying of first-aid kits when conducting pupils on field trips.
12. Plan for special reports and observations. One method often found workable is that of dividing the class into groups, each responsible for one part of an outline.
13. Correlate and integrate the trip with class activities of the following week.
14. Check impressions gained from the visit, discuss the nature of occupations, describe the pictures of workers and their tasks, give opportunity for questions, and correct any wrong ideas.
15. Utilize pupil initiative, self-activity, and observation in the follow-up reports, discussions, and projects.
16. Express appreciation to the representatives who permitted the visit, in some manner other than a formal stereotyped letter. A selected set of student letters, containing individual personal reactions, may be welcomed by the hosts.
17. Show the representatives with whom you made arrangements for the visit the group report or other evidence of a follow-up study.
18. Make and file, with pupil participation, an evaluation of each trip, so that future classes may use it in planning trips.

If excursions are so conducted that they result in an awakened interest, an investigative attitude, and a desire for further research on the part of the pupil, they justify themselves. Business clubs or business subject classes may utilize visits to observe workers

at their tasks as a means of enriching, extending, and motivating the regular class work to serve as a stimulus to interested, co-operative effort.

By means of occupational visits and vocation days during the high school course, pupils may observe workers in many occupations. They gain a more vivid and accurate picture of working conditions than could be obtained from verbal descriptions. Pupils profit considerably from the reports of others. The conversations of students as they informally exchange experiences and the home conversations paralleling these trips lead to further thought and study. No classroom procedure, however vitalized, can supply the experiences that come to these students through these visits to places of employment.

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## II

### Motion Pictures and Film Strips

VISUAL aids have opened unlimited possibilities for enriching and varying the study of occupations. They give reality to an occupation because they make a situation appear vivid, natural, and lifelike. They clarify discussion. Close-up views supplement the visit or field trip and give views of workers unavailable for observation. They are available for use at any time and may be used repeatedly. The dramatic continuity of the motion picture is a potent factor contributing to its instructional value. The motion and animation, as well as the devices of sound, color, slow motion, and microphotography, are admirably adapted to picturing men and women at work. Many educators report that well-chosen visual aids make the giving of information about occupations more interesting, more enjoyable, sounder, and help produce more permanent results.

Visual aids suitable for classroom use are distributed by a number of agencies including more than 450 producers and distributors. Three of the most useful indexes for obtaining descriptions and sources of available motion pictures are:

1. *Educational Film Guide*. (Fourth Edition Revised.) Standard Catalog Series. New York: H. W. Wilson Company, 1944. \$3.00 for annual edition and monthly supplements.
2. "1000 and One"; *the Blue Book of Non-theatrical Films*. Chicago: Educational Screen, Inc., 19th annual edition, 1943. 75¢
3. *Selected Educational Motion Pictures — A Descriptive Encyclopedia*. American Council on Education, Washington, D.C., 1942. \$3.00. Periodic supplements are planned.

Current educational films of interest to teachers of business subjects are reviewed in *The Business Education World* and *The Journal of Business Education*. A useful booklet containing descriptive notes on visual aids for various aspects of business education, such as bookkeeping, office practice, credit, salesmanship, and typewriting, issued in 1939, is "Motion Pictures and Other Visual Aids for Business Education," by Lawrence Van Horn, distributed free by *The Business Education World*.

Films on occupations were described bi-monthly in *Occupations, the Vocational Guidance Magazine*, 1939-1941. A list of older

films and a directory of distributors may be found in the article, "Some Films for Use in Teaching Occupations," in *Occupations, the Vocational Guidance Magazine*, December 1937. A useful mimeographed list distributed in 1939 by the Bureau of Guidance, New York State Department of Education, Albany, N.Y., is *Film Strips and Motion Pictures for Presenting Occupational Information*.

### *Pictures Portraying Workers*

To broaden the pupil's understanding of the scope, nature, and social significance of occupations or industries of the world, the industrial film, which deals almost entirely with the explanation of the industrial process, should be supplemented with those which give more information concerning the daily routine of the worker on the job.

One unsatisfactory feature about commercial films is that they deal chiefly with processes and modern industrial complexity. While they are illuminating and do convey information, they are not of paramount interest to one planning his vocation. Accordingly, if such a film is used, it should be supplemented with pictures portraying workers.

The following visual aids have been prepared specifically for vocational guidance purposes:

1. A series of films, entitled *Your Life Work*, has been produced by Vocational Guidance Films, Inc., Des Moines, Iowa, each 400 feet, 16 mm., with teachers' guides. They show what a worker does in each occupation, what training is required, where it may be secured, and what are the possible rewards. They are advertised as films which provide "Vocational Tours at the Guide's Elbow," where all will hear the explanation of the guide.

Each film sells for \$50.00 per reel, less a 10% discount to schools, or may be rented from many of the film libraries:

Finding Your Life Work, 2 reels. 1940	The Machinist and Toolmaker. 1942
Automotive Service. 1940	Nursing. 1942
Dairying. 1942	Radio and Television. 1940
The Draftsman. 1942	The Sheet Metal Worker. 1942
The Electrician. 1942	Welding. 1942
Engineering. 1942	The Woodworker. 1942
Journalism. 1940	

Vocational Guidance Films, Inc., also distributes two groups of film strips prepared by Walter J. Greenleaf and Franklin R. Zeran of Washington, D.C. One group of ten film strips is based on the classification of the *Dictionary of Occupational Titles*. Typical jobs are shown in the seven major occupational groups as developed by the United States Department of Labor.

The film strip on *Clerical and Sales Occupations*, of the above series, consists of sixty frames, picturing a large number of office jobs. They present sales people who work inside and outside, demonstrators, receptionists, hotel clerks, and public utility workers. The manual gives a paragraph description of each of the clerical occupations pictured: receptionist, stenographer, typist, stenotype operator, accounting machine operator, mimeograph stencil duplicator operator, file clerk, general office clerk, telephone operator, hotel room clerk, and quotation clerk.

The second group of film strips deals with single fields of work or industries. Each picture shows a worker performing typical tasks in his field. Accompanying manuals describe the jobs, give outlines for further investigation, and contain lists of selected references.

Each film strip sells for \$2.25. Student manuals for each group are furnished without cost with each five strips purchased; additional copies cost 35¢. The instructor usually accompanies the projection of the film strip with an explanatory talk, supplementing the more important points presented on the screen, permitting the pupils to ask questions, and inserting any demonstrations which are pertinent to the visualized facts. The manuals supply the running commentary which may be a part of the supplementary discussion, without which the film slide loses much of its effectiveness.

The film strips cannot be used in a motion-picture projector but require a standard film slide projector.

Vocational subjects available are:

Aircraft manufacturing occupations	Osteopathy
Aircraft operation occupations	Printing industry occupations
Cement manufacturing occupations	Railroad occupations
Hotel occupations	Steel industry occupations
Optometry	Tree Surgery

2. The Society for Visual Education, Inc., Chicago, Illinois, has issued 42 film strips on occupations, listed on page 18.

Each film, without manual, costs \$2.00; complete set of 42 rolls, \$75.00.

### Your Job — Are You Preparing for It?

How to Apply for, Win, and Advance on the Job

Agriculture as a Career	Librarianship as a Career
Apprenticeships in Industry	Mechanical Engineering as a Career
Army and Navy Careers	Medicine, Dentistry, Pharmacy
Art as a Career	Metal Trades as a Career
Automobile Industry Careers	Mining and Metallurgical Engineering
Aviation in Government Service	Music as a Career
Aviation - Manufacturing	Nursing as a Career
Aviation - Transportation	Occupational Therapy and Laboratory Technique
Banking as a Career	Police Administration
Beauty Culture as a Career	Public Service
Building Trades Careers	Radio
Ceramic Engineering as a Career	Retail Merchandising
Chemistry and Chemical Engineering	Social Work as a Career
Civil Engineering as a Career	Teaching as a Career
Clerical Work as a Career	Telegraph and Telephone Operator
Coast Guard as a Career	Trade Training in the U.S. Army and Navy
Domestic Service as a Career	Veterinary Medicine
Electrical Engineering as a Career	
Forestry as a Career	
Home Economics as a Career	
Hotel Administration as a Career	
Hotel Occupations as a Career	
Journalism and Newspaper Operation	

*Clerical Work as a Career*, in this series, portrays the duties, qualifications, and opportunities of office machine operators, stenographers, and accountants. The photographs, which are shown through the courtesy of the Dictaphone Sales Corporation, New York, Addressograph-Multigraph Corporation, Cleveland, Ohio, and the Burroughs Adding Machine Company, Detroit, Michigan, present an opportunity to discuss personality. As much time can be used between slides as is necessary to add supplementary information and discussion. Some of the data can be used to verify information gained from field trips or interviews.

3. Coronet Productions, Glenview, Ill., has produced the first two of a series of films, called *Aptitudes and Occupations*, intended

to be used in a class in occupational information in grades ten, eleven, or twelve.

One of these films, *I Want to Be a Secretary*, 1 reel, 16 mm., sound, deals with clerical aptitude and the main problems in selecting work in the field of clerical ability. It gives aspirants important clues as to requirements of secretarial work. It is available in both color and black and white at \$110.00 and \$75.00 respectively. The basic film, *Aptitudes and Occupations*, is available in black and white at \$75.00.

Another useful Coronet production is *Parliamentary Procedures in Action*, which demonstrates proper rules of order in the dialog and action in a meeting of a high school dramatic club.

4. Encyclopaedia Britannica Films are 16 mm. instructional sound films distributed by the University of Chicago, including:

The Builders. 1931	The New England Fisherman. 1938
Chemistry and a Changing World. 1940	The Orange Grower. 1939
The Corn Farmer. 1940	Plastic Arts. 1939
Furniture Craftsmen. 1940	Science and Agriculture. 1939
The Machine Maker. 1939	The Truck Farmer. 1939
Metal Craft. 1939	The Wheat Farmer. 1938
The Modern Lithographer. 1940	

The Britannica Films also include a one-reel, 16 mm. sound film, *Choosing Your Vocation*, which rents for \$2.50 per day, plus transportation. The aim of this film is to show high school students how to find their vocations in an intelligent rather than in a haphazard manner. After a period of tryout the boy in the picture is convinced that he must follow a plan in arriving at a decision on his lifework and that he must enter a vocation which will permit him to utilize his special talents and interests. A teacher's handbook, *Choosing a Vocation*, accompanies this film.

5. Forum Films, Inc., 8913 Sunset Blvd., Los Angeles, California, produces a series of co-ordinated orientation films intended specifically for classroom use and available in cinecolor or regular black and white 16 mm. sound film. These films are designed to build character, to aid the student in his personal development and in his ability to cope with the problems that will confront him, both during his school career and in his later life.

Three of these films are useful in business education. *Minutes Are Pennies* deals with basic methods of work as observed in a large office. The first part of the picture shows an organization

where there is an atmosphere of carelessness and lack of responsibility. In the second part of the picture, the office is operated with efficiency and economy of time. *Courtesy Comes to Town* presents examples of courtesy and discourtesy as an American family discusses which generation is most courteous. *I Want a Job* portrays effective and ineffective methods of seeking employment.

These may be rented from Bell and Howell Company, Radio City, New York City, and 1801 Larchmont Avenue, Chicago, Illinois, as well as from film libraries.

6. The Division of Visual Experiment of the Harmon Foundation, 140 Nassau Street, New York City, has produced a number of 16 mm. silent films for counseling purposes. Through work with student loans, the Foundation sensed the need for materials giving youth information about ways of earning a living.

Three of the Harmon Foundation films merit mention here. *Nurses in the Making* shows the qualifications, training, and work of nurses in a well-equipped nursing school. *Now for Tomorrow* features social security. *Learning to Live* is a study of Berea College and similar schools in which young people are shown at their classroom activities, at their after-class work whereby they earn their college expenses, and in their various careers after the completion of college. *Learning to Live* also emphasizes the dignity of labor.

7. Responding to interest in occupational training for defense industries, Walter O. Gutlohn, Inc., 35 West 45th Street, New York City, has produced several films. *The Making of an Airplane Part. 2* reels, 16 mm., silent, was made with the co-operation of Eastern Airlines, Inc., and the Roosevelt Aviation School at Roosevelt Field, Long Island. Other films in this series are *Airplane*, *Sheet Metal Work*, *Airplane Welding*, *Airplane Fabric Finish*, and *Airplane Woodworking*.

8. The Federal Security Agency, Social Security Board, Washington, D.C., through its twelve district offices throughout the country, distributes, free of charge, four 16 mm. sound motion pictures pertaining to Social Security and one describing the U.S. Employment Service. They are: *Men and Jobs*, *Old Age and Family Security*, *Social Security Benefits*, *Social Security for the Nation*, and *Workers' Old-Age and Survivors' Insurance*.

In *Selected Educational Motion Pictures — A Descriptive Encyclopedia*, published in 1942 by the American Council on Education,



twenty-six of the recommended films are indexed under occupations. In addition to those already mentioned in this chapter, the following are described:

<i>Producer</i>	<i>Name of Motion Picture</i>
American Telephone and Telegraph Company	Network Broadcasting. 1934
Federal Housing Films, Inc.	Design and Construction of Three Small Houses. 1939
Ford	Conquest of the Air. 1940
General Motors	Science Rules the Rouge. 1939
March of Time	Modes and Motors. 1939
March of Time	Men of Medicine. 1938
Maritime Commission	Uncle Sam — The Good Neighbor. 1938
National Broadcasting Company	Men and Ships. 1940
United Air Lines	Television. 1939
U.S. Bureau of Mines	Coast to Coast by Plane. 1937
U.S. Bureau of Mines	Alloy Steels — A Story of Their Develop- ment. 1940
U.S. Bureau of Mines	Aluminum — Mine to Metal. 1938

### *School-made Films*

Some schools have developed motion pictures of recent graduates in their first jobs obtained directly out of high school. *Twenty-Four Jobs*, a silent 16 mm. two-reel film, which may be rented at \$2.00 from the University of California Extension Division, Department of Visual Instruction, Berkeley, California, shows typical jobs obtained by graduates of Oakland's eight senior high schools. Reel one shows the bank clerk, assembler of Venetian blinds, service station attendant, waitress, general utility worker, cashier-clerk, retail grocery clerk, wrapper, elevator operator, fountain-lunch clerk, mail clerk, typist clerk, U.S. Coast Guardsman. Reel two shows factory production worker, department store bundle boy, index clerk, stock clerk, personal service worker in private home, factory production worker, drugstore clerk, order filler, general office clerk, hall boy, and usherette. In illustrating each type of position, facts are given concerning requirements, salary averages, nature of work, and possibilities of advancement.

*Occupational Opportunities for High School Graduates* is a 16 mm. silent film, showing young high school graduates at work on their first jobs in Pittsburgh, Pa. This may be borrowed from the

Pittsburgh Public Schools for the cost of transportation and insurance. The film was prepared by the schools for use in the vocational guidance program, and it is made available to others as a professional service. Graduates of the various high schools were photographed at their work. A description of this project may be found in the February 1941 issue of *Occupations, the Vocational Guidance Magazine*, under the title, "A Follow-up Survey Through Visual Aids."

Pictures such as these, which portray workers in the occupations in which most graduates found work, reveal local conditions and frequently show how unrealistic are the vocational aspirations of many youth.

A commercial department of a school could photograph workers in business occupations and could film recent graduates at work, to show pupils the occupational opportunities in the community. A business department also could follow suggestions found in an article, "Local Industries Help Make Film Material," in the December 1940 issue of *Occupations, the Vocational Guidance Magazine*, which describes how high school pupils of Racine, Wisconsin, learn about the industries of their community through film strips and slides made in co-operation with local plants. To quote the author, "Initiative upon the part of the schools plus the co-operation of industrial and business leaders need only to be united to make available this potential material for greater enrichment of the existing curriculum. Results thus far in the experiment have given ample evidence that the schools and industry stand ready to work together for guiding the growing generation."

The Bureau of Occupational Research, Chicago Public Schools, has co-operated in the preparation of films dealing with occupations and vocational training available in the schools. The films depict typical classroom activities and types of work done in office, factory, and laboratory. The 16 mm. sound color films are loaned free to schools or clubs having sound projectors and operators. Among the titles are *Young America Learns a Trade*, *Skilled Hands for Modern Living*, and *Plenty Is Not Enough*.

### *Photoplays*

Photoplays such as *Madame Curie*, *Edison the Boy*, *Edison the Man*, and *The Life of Louis Pasteur* extend occupational horizons and arouse intellectual curiosity. In the dramatization, there is not

only the arrangement of events in progression toward a climax, but the inclusion of rhythmical movement, unusual photographic symbolism, artistic and beautiful settings, and a musical accompaniment that conveys the mood.

Unfortunately, we do not have effective motion pictures bearing on many occupations. A substantial proportion of the entertainment movies portray occupational activities and conditions, but because of the emphasis upon dramatic episodes this portrayal is sometimes misleading. Through class discussions of selected current pictures, teachers may counteract this effect by developing in students the habit of looking critically at glamorous and incomplete occupational presentations. If the teacher is alert to point out the necessity of verifying, correcting, and supplementing the impressions gained from motion pictures before basing decisions upon them, and uses them as a variant of the vocational monograph, the cinema may be a significant aid in imparting information about occupations.

Some games and discussions may be planned to utilize more fully the pupil interest in the cinema and to integrate photoplay information with career planning. A discussion of some of the popular pictures may lead into a discussion of vocations. For example:

1. How did the characters in the ten best pictures of last year earn their living?
2. How did the hero and heroine in each picture earn a living?
3. What did Sergeant York do before he went to war? After? What was the difference in his attitude toward his work?
4. How did Citizen Kane (or other character) make so much money? Was he happy? Did he make others happy? What did he want that he could not buy? How did he start out in life and what training did he have? Would you call him a success?
5. What did Kitty Foyle (or other character) do when she was employed? What do you think her salary was? Did she appear to dress within her income or was the costuming too elaborate? What would be her average salary in this community?
6. What was the work of the heroine of *Blossoms in the Dust* (or other film)? Had anyone ever done that work before? What qualifications for the work did Greer Garson have? What were the requirements? What personal characteristics? Where did she get her information to perform her job? What was her past training? What do you think made her ambitious to succeed in her life's occupation? Whom did she help?

7. For a month, tabulate on a chart, as a group project, all the occupations you have seen portrayed at the movies.
8. Account for failures and successes in occupations in the screen versions you have seen. Give the author's viewpoint and any other reasons that may have entered in.
9. How many occupations that were unfamiliar to you were characterized in the films? Discuss them.
10. Cast a motion picture with your favorite actors and actresses for the following roles, taking into consideration their personality, health, physical stature, mentality, and leadership, as they appear to possess those qualities:
  - (a) Successful city physician  
(Example Mervin Douglass. He looks intelligent enough to be accepted in medical school. He seems to have the required health for long and irregular hours. He has good manners and a pleasing personality to meet his patients upon the sympathetic, friendly basis necessary. He appears to have a jovial disposition and he would not become depressed by work with the ill and suffering. He would be better cast as a city physician because of his dress, sophistication, bearing, fastidiousness, quick speech, and rapid movements.)
  - (b) Successful clerk in a manufacturing office
  - (c) Unsuccessful clerical worker in an office
  - (d) Business executive
  - (e) Truck driver
  - (f) Waitress
  - (g) Other characters in a current book many of the pupils have read

For the discussions of the photoplays, considerable aid may be obtained from the *Film and Radio Discussion Guide*.\*

### *Sources for Renting Films*

Many states maintain visual instruction departments providing loan service of films and slides. Film Rental Libraries of forty-two state educational institutions are described in *The Victor Directory of 16 mm. Film Sources*. This fifty-cent booklet provides an excellent opportunity to make a comparative study of the various methods adopted by these educational institutions and provides helpful suggestions for the expansion of individual programs. In addition to supplying detailed information about the organization and distribution methods of their film service, directors state their opinions regarding the value of the motion

\* Yearly subscription \$2.00. 172 Renner Ave., Newark, N.Y.

picture in education, the aims and purposes of their film libraries, and the future demand for this instructional medium.

The principal state agencies from which visual aids may be procured are: departments of education, institutions of higher learning, university extension agencies, state libraries, state museums, and other departments such as health, agriculture, and highways.

The United States Departments of Agriculture, Commerce, Interior, and Labor; the Federal Security Agency; Bureau of Commercial Economics; Pan American Union; National Museum; and other Federal agencies in Washington, D.C., offer loan and advisory service to educational organizations. Many of these materials are available for loan without charge, except for transportation. They have been listed in catalogs distributed by the U.S. Film Service, Washington, D.C., but the service was discontinued after the publication of the *1940 Directory of U.S. Government Films*, which listed films available from each agency of the Federal Government. Until the supply is exhausted, copies of the former publication may be obtained from the United States Information Service, U.S. Office of Education, Washington, D.C.

Many selected sound films may be rented for \$1.50 per reel, or four reels for \$5.00, from the Motion Picture Bureau, National Council, Young Men's Christian Association, 147 Madison Avenue, New York City; 19 South LaSalle Street, Chicago; and 351 Turk Street, San Francisco. Many free films are also distributed to agencies paying the annual \$2.00 registration fee. An annual catalog of 16 mm. silent and sound motion pictures will be sent on request.

The American Film Center, 45 Rockefeller Plaza, New York City, acts as consultant and clearinghouse of information on films. It will furnish details concerning the rental or purchase of any 16 mm. educational films. The Educational Film Library Association, 45 Rockefeller Plaza, New York City, serves as a clearinghouse for films and other audio-visual materials of unusual interest from commercial, documentary, and educational producers.

#### SUGGESTIONS TO THE TEACHER FOR THE EFFECTIVE USE OF VISUAL AIDS

Stimulating, provocative, and entertaining as many of the motion pictures are, careful selection and planning are essential,

if the potential value of films is to be realized in the classroom. The following suggestions will aid in achieving the objectives set for them:

1. Select pictures that portray the *worker* as well as the processes. It is not sufficient to see the process by which an article is made. It is essential to know the social conditions under which the process is developed, the lives of the workers engaged in the process, their working conditions, occupational activities, requirements, advantages, disadvantages, their health, attitudes, and rewards.
2. Be familiar with the visual aids before presenting them. Preview the films before showing them to the class. Look up points which are not clear, in order that questions from members of the classes may be answered intelligently.
3. When two or more films are available for a unit, as in commercial geography, consider the sequence in which films are to be used.
4. Integrate the films with other classroom materials to supplement and enrich the unit of instruction.
5. In the discussion preceding the showing of the film, give suggestions of some significant aspects to observe, raising questions that can be answered by a study of the picture.
6. Awaken curiosity, eagerness, and desire to learn, and not merely a desire for entertainment.
7. Make local adaptations, synchronize the picture with the experiences of the pupils, and supply supplementary directions which may help to place students in a question-asking mood.
8. Give variety to the activities accompanying the visual aids. Occasionally, give pupils a prepared outline or study guide prior to the showing of the film, have pupils list items to observe, give an observation alertness test, or have pupils of one class prepare an objective test for another class.
9. Occasionally, divide class into committees, each of which takes notes on topics for which it is responsible, such as types of work, training, qualifications, advantages, and disadvantages.
10. Provide time for spontaneous remarks, exchange of opinions, questions, and clarification of obscure points.
11. Follow the showing with discussion of vocational aspects of the picture, with verification of information, and with freedom to follow any interest suggested by the picture.
12. Prepare to guide and direct class discussion through the use of a well-planned series of questions.
13. Provide the opportunity for development of various aspects of critical thinking that will lead to valid generalizations and desirable attitudes.

14. Show that the teacher's interest, aroused by the motion picture, continues and develops into various forms of intellectual activity, so that pupils' interest and continued activity more likely will be stimulated and grow out of film use.
15. Use some films as an introductory and others as a summarization device.
16. Frequently show the same picture two or three times, using it both as a springboard for discussion and inquiry and as an overview or summary.
17. Expect that interests aroused by the visual aids will endure beyond the discussion and allow opportunity for the expression of those interests in later assignments or activities.
18. Link the film with other class assignments, such as visits to industry, reading, radio, talks by successful workers, interviews, tryout experiences, and other visual aids.
19. Note the relationship between the educational value of the film and its integration with preceding and following activities of the class; evaluate the film for later use.
20. Report experiences with the film to the producer of the picture.
21. Refer in the *World Almanac* or other source to the Awards of Merit which the Academy of Motion Picture Arts and Sciences confer annually to recognize outstanding achievements in motion pictures; base some discussions on the vocational aspects of these films.

The following script, prepared to accompany the Racine film slides portraying office procedures, may offer suggestions to other schools which are developing motion pictures of local occupational opportunities:

#### OFFICE PROCEDURES \*

*Slide 1.* This slide shows the striking and unusual features of the new Johnson building, which houses the officers, executives, and office employees of the S. C. Johnson and Son, Inc. As you approach the new office building, naturally you look for the entrance in the conventional place near the center of the building. All you see are solid brick and mortar walls and two bands of glass tubing, with no openings whatever. Not a window in sight. Apparently there are no doors . . .

*Slide 13.* Our next operator is using a National Cash Register bookkeeping machine in the accounts receivable department. She is posting to the ledger . . .

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\* Printed by permission of Harrison Wood, Principal, Racine, Wis.

*Slide 17.* Here we see an operator checking figures in the traffic department with the use of a comptometer. Billing machine operators also use calculating machines in totaling extensions. (Note how the corner of the desk is recessed to bring the keyboard to the proper level) . . .

*Slide 23.* In the foreground of this picture you see the operator using a sorting machine. This machine is used to sort the daily correspondence addressed to the 290 salesmen of the company . . .

*Slide 25.* Other operators of this picture are wrapping, weighing, and preparing mail for the huge mail bags in front of the mailing counter . . .

*Slide 27.* The operator here is dictating on a wax record the replies to letters received in the morning's mail.

*Slide 28.* The next picture shows a stenographer transcribing the record

*Slide 29.* This picture shows the stenographer taking her dictation in shorthand. Later she transcribes her notes at the typewriter . . .

*Slide 32.* Here we see an operator using a billing machine, turning out nine copies in one operation. The carriage and spacer are operated by electricity. The keyboard, with the exception of the upper bank of keys, is similar to that of the typewriter . . .

*Slide 34.* We have seen not only the office of today but many of the operating experiences in the office of tomorrow.

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### III

#### The Radio May Help

THE newest educational tool for the enrichment and vitalization of instruction regarding occupations is radio. It constantly supplies timely information about workers in vivid and impressive form. For home or classroom listening, a turn of the dial will bring reports from the world of industry, information on the variety and types of positions which may be open, and advice from business and professional men.

When Commissioner Studebaker made the statement that radio will become one of the most powerful constructive forces for the education of our people, if we devote adequate attention to the development of truly educational programs,\* he may have had cultural and political education in mind. But it is equally applicable to vocational guidance. To give adequate attention to the development of radio programs, teachers must listen to them and send the producers their suggestions for improvement. The broadcasting companies are eager for constructive criticisms.

Attractive radio programs regarding the world of work are now broadcast by schools of the air, colleges, municipal stations, city school systems, employment services, service clubs, youth organizations, and commercial sponsors, in addition to the nationwide network programs broadcast in the public interest. In order to encourage more complete and profitable use of these programs, several sponsors supply manuals and guides, suggestions, bibliographies, and other study aids.

To keep informed regarding the rapidly changing broadcasts, the teacher may consult the current schedules of vocational guidance programs, which are reported several times a year in *Occupations, the Vocational Guidance Magazine*. Vocational guidance radio programs are also included in the monthly announcements of general educational broadcasts, which may be obtained free from the broadcasting companies. Once on these mailing lists, the teacher will have advance notice of all he can possibly

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\* Studebaker, John W., U.S. Commissioner of Education *NBC Presents*, July-August 1940.

usc. Especially useful are *NBC Presents* distributed by the National Broadcasting Company, New York City, and *CBS Student Guide* by the Columbia Broadcasting Company, New York City. The former publication also reports on current studies on the use of the radio published by educational groups.

### *Coast-to-Coast Network Broadcasts*

The series, "On Your Job," a weekly public service feature of the National Broadcasting Company, 1939-1941, dealt with several occupations for which pupils in business subjects are preparing. Each program consisted of a drama built around some type of job or occupational problem, followed by an interview with a representative of the occupation. Because the worker and his employer were named, his description of his work and experiences seemed powerfully vivid, since they were firsthand, direct, and authentic.

For class dramatization, especially in classes of business subjects, some of the following titles of 1939-1940 scripts may be consulted in script libraries:

Do It by Letter	Is There Room at the Top?
The Boss Has It Soft	Travelling Salesman
I Lost My Job	Country Store Keeper
There's No Future in It	

The "Americans at Work" series was presented for several years over the American School of the Air. The 1940-1942 broadcasts offered an unusual opportunity for the correlation of library, radio, and motion-picture facilities. Three national organizations, the Columbia Broadcasting Company, the American Film Center, and the American Library Association, co-operated in portraying "Americans at Work" through weekly broadcasts, films, and books.

The Teacher's Manual, available without charge from the Columbia Broadcasting System, 485 Madison Avenue, New York City, contains lists of books and films dealing with each program and announces that the member libraries of the American Library Association will keep on reserve shelves books and periodicals on this list and will assist schools in obtaining the films recommended. If the local distributor of educational films cannot supply a picture, the library will transmit the order to the nearest

film distributor either directly or via the American Film Center; the print will go out at the distributor's regular rate.

The American Film Center, a nonprofit educational corporation financed in part by the Rockefeller Foundation, has contributed to the Manual a selection of educational motion pictures which give a dramatic study of certain phases of each broadcast topic and authentic picturizations of the Americas.

Each program of "Americans at Work" dealt with a natural resource of North or South America and with the workers engaged in processing it. Although the reading lists were compiled chiefly for use in economic geography classes, this plan demonstrates a method of combining the uses of the radio, books, and motion picture so that they reinforce one another. The radio may be utilized to introduce a topic, books for a further pursuit of information, and the motion picture as a summarization device. The 1943-1944 series dealt with scientists at work.

### *Local Broadcasts*

Many service clubs sponsor radio programs giving information about the occupations represented in their membership. The Rotary Club of Buffalo conducted a carefully planned program in 1940, covering twenty-six occupations, and introduced an innovation by offering to any boy or girl the opportunity to have an interview with the radio speaker. The Binghamton and New York City Rotary Clubs presented similar series and furnished scripts free of charge to all who requested them. The Austin, Texas, Altrusa Club distributed reprints of broadcasts on thirty-three occupations by members during 1938-1939.

United States Employment Services in 18 states, in 1940, presented broadcasts on employment opportunities and requirements. For example, the California State Employment Service broadcast fourteen series in seven cities in 1940.

Several colleges have pioneered in presenting occupational information on the air. The Iowa State College of Agriculture and Mechanical Arts, over its own station, WOI, sponsors a weekly program entitled, "What Shall I Do?" These broadcasts, which began in 1935, are planned as teaching media regarding occupations. Mimeographed materials are available for each of the occupations covered. The material defines the occupation, indicates briefly the changes occurring within it, outlines the

qualifications necessary for entering upon and progressing in it, and furnishes a bibliography of reliable source materials.

Between 1938 and 1941, the University of Wisconsin College of the Air, over its station, WHA, broadcast a weekly program featuring "Your Job Outlook." Many of the topics dealt with different phases of getting a job, the job parade, and requirements needed in various fields of work.

The College of William and Mary broadcast a series entitled "Your Career," stressing the need for integration of academic work and vocational choices.

In Oregon, the "Portland Dutch Uncles" series is produced weekly by KOIN in co-operation with the vocational guidance department of the Portland Public Schools. It is designed for utilization by upper elementary classes and eighth term sociology and economics classes in high schools. This type of co-operative effort may offer suggestions to other communities.

Each broadcast is divided into three sections: an interview between a pupil and a Dutch Uncle (Portland businessman), a transcribed trip with the pupil through the business, and a summarizing interview between the pupil and his vocational counselor. The pupil learns what qualifications the business demands of its employees, how one gets started, what opportunities are offered, and what the work is actually like. In a conversation with the counselor this information is significantly pointed up through discussion of the character traits and attributes of personality of those succeeding in that particular business.

A vocational guidance handbook is prepared and distributed by the school, and a field trip to the business is organized for those pupils who are interested in further information about its vocational possibilities. The Audio-visual Education Department of the Public Schools makes transcription of each broadcast for later reference.

An example of business education on the air is the program sponsored by the Ithaca Board of Education, known as "The Youth Service Program," presented every Friday evening during winter months over Station WHCU, Ithaca, New York. This fifteen-minute dramatic program informs the employing public about the business education program of the high school. The program also provides young people with information about occupations. A description of this project may be consulted in *The Business Education World*, October and November 1941.

### *Scripts and Recordings*

Of the forty series of vocational guidance programs broadcast during 1939-1940, several are available in script form. These may be used for classroom dramatization or for production over the school radio. The dramatic sketches presented in 1939-1940 by the Columbia Broadcasting System, under the title, "Americans at Work," are distributed by the National Vocational Guidance Association at a cost of ten cents each, or twelve for one dollar. Scripts of the 1939-1940 series, "On Your Job," presented by the National Broadcasting Company, were sold by the Columbia University Press in mimeographed form at ten cents each while the series was on the air, and may be found in many script libraries. Other scripts are lent by the Educational Radio Script and Transcription Exchange, Office of Education, Washington, D.C.

At the end of chapters IX and XX, two of the American School of the Air vocational guidance broadcasts are published, as an example of available scripts.

Recordings or transcriptions of certain educational broadcasts have been prepared for school use, and school and state libraries are beginning to handle the new curriculum materials on a parallel basis with books. As with books, recordings may be used when they fit into the class program.

It is significant of the interest in broadcasts on vocational themes that the following programs were given special mention at the American Exhibition of Recordings of Educational Radio Programs held in connection with the Annual Institutes for Education by Radio: "Diplomas and Jobs" produced by New York University; "The School of Modern Miracles" produced by the Spokane Public Schools; "A Visit to a Coal Mine" produced by the Nation's School of the Air, Cincinnati; "The Steel Workers" from the series, "Americans at Work," produced by Columbia Broadcasting System; "Meeting the Boss" produced by the University of Wisconsin.

At the fifth annual meeting of the School Broadcast Conference, special citations were awarded for utilization activities in connection with two vocational guidance programs for which recordings are made: "Dutch Uncles Program," produced by Radio Station KOIN, Portland, Oregon, and the Portland Public Schools; "Youth Looks to Tomorrow," produced by State De-

partment of Public Instruction and State Board for Vocational Education, State of Washington, Seattle.

Many of these are not distributed commercially but are available to some schools for experimental purposes. Transcriptions from more recent radio broadcasts are available for use in schools, colleges, study groups, and other nonprofit-making organizations. Scripts are frequently revised for use as study guides with the transcriptions. Complete information will be given by the Educational Radio Script and Transcription Exchange, U.S. Office of Education, Washington, D.C.

The American Youth Commission of the American Council on Education conducted a nation-wide competition to select the best recorded radio programs concerning projects conducted by and for youth. The six recordings which in the opinion of the judges best describe practical and effective programs have been duplicated and distributed to hundreds of stations in all parts of the country. This series of programs, known as "Youth Speaks for Itself," consists of six double-faced sixteen-inch records at 33 $\frac{1}{3}$  revolutions per minute, priced at \$1.50 each or \$5.00 per set, entitled: "The Play's the Thing," "The Mixer Council," "A Job Interview Clinic," "Give Us Another Chance," "Mutual Placement League," and "My Own Story."

The first two in the above list were selected by educational and program directors of the three major networks as the best programs entered in the contest, judged by these standards: significance of project chosen, 40%; audience appeal, 40%; and written listener-aids, 20%. The other four were selected because of the community youth programs which they describe.

The Recordings Division of the American Council on Education, 152 West 42nd Street, New York City, distributes five sixteen-inch records, entitled "Youth Tells Its Story." Each record dramatizes a problem facing American youth, such as the need for employment, special individual vocational guidance, proper recreational facilities, and adequate health care. After each drama a speaker is introduced who describes how his city has awakened to the problem of the needs of its youth and how it is improving the situation. Record 5, "Our Town Wakes Up," and Record 3, "Help Wanted!" are suitable for both junior and senior high school levels. The other records in the series, "Our Town's Asleep," "After Graduation, What?" and "Nothing's Free But Time," are useful for senior high school pupils. All

may be used as part of a public relations program with community organizations. Several bulletins are available which outline the different plans of the various cities mentioned in each program. Each record sells for \$1.50.

Among the biographical dramatizations from which pupils may derive individual incentive to worthy endeavor, the following recordings may be recommended:

*Madame Curie.* Two sixteen-inch records produced and distributed by Facets Disc Recordings, Inc., Hollywood, Calif. \$7.50. Episodes in her life reveal the sacrifice, labor, and determination which made possible a major discovery in the field of physics.

*"Poor Richard" Makes Good.* Sixteen-inch record, produced and distributed on loan to schools, free of charge, by the Institute of Oral and Visual Education, Radio Division, New York City. Focuses attention on struggles and achievements of Benjamin Franklin, as he rises from a humble printer to his country's foremost ambassador.

If a school does not own a standard transcription, play-back, or slide film player necessary to play the sixteen-inch records at 33 $\frac{1}{3}$  revolutions per minute, it is often possible to borrow one from a local motor club or automobile or advertising agency. Managers of local radio stations may also be approached to rebroadcast the program under the sponsorship of the school, service clubs, or Parent-Teacher Associations.

### *Phonograph Recordings*

An interesting experiment with phonograph recordings of interest to business educators has been developed in Colorado, under the direction of John T. Lynch, chairman of the Department of Management, Marketing, and Advertising, and Roscoe K. Stockton, head of the Radio Department, of the University of Denver. The series of phonograph recordings is entitled "Tips for Job Seekers." The first unit of three records bears the titles: "How to Get to Meet Your Future Boss," "How to Get the Job That Pays," and "How to Lose Your First Job." These are available on a loan basis.

In the field of business education, useful recordings are a set of three secretarial training records produced by the Gregg Publishing Company under the supervision and direction of the RCA Manufacturing Company. One of the records demonstrates the



correct use of the telephone in business conversations; another gives examples of the proper reception of various types of business callers; and the third shows how to apply for a secretarial position.

It is almost impossible to teach business students how to receive callers or answer the telephone solely through the use of the printed page or the lecture. Phonograph records provide one way of solving this problem. They also inject vitality into the classroom activities and give a much-needed flexibility to the training program. These records will undoubtedly be followed by others, covering phases of business education that lend themselves to this type of audio-visual education.

If a school has a public address system equipped to play records, they may be played in a central office and tuned into several classrooms, like a broadcast. The above-mentioned secretarial records may be played on any phonograph.

There are two publications which contain evaluations of general educational recordings. *Recordings for School Use* was prepared in 1942 in collaboration with the Recordings Division, American Council on Education. The evaluation service will be continued in yearly supplements.\* *Educational Recordings for Classroom Use* was prepared by the Association of School Film Libraries, 9 Rockefeller Plaza, New York City, 1940, 50¢.

The teacher interested in using broadcasts and recordings in the classroom may receive helpful suggestions from the Educational Radio Script and Transcription Exchange. This service was set up in the Office of Education, Washington, D.C., to promote more effective local broadcasting by educational and civic organizations. The services include:

1. Radio scripts: a central clearinghouse for the exchange of educational scripts. Catalog will be sent for 10¢.
2. Production aids: radio manual, radio glossary, handbook of sound effects, book list.
3. Information and idea exchange: general information pertaining to educational radio programs, radio instruction, sources of information, survey summaries, bibliographies, articles and reports, and personal consultation.
4. Recordings: recordings of some radio programs are sold at cost. A manual containing suggestions concerning the use of the recordings in the classroom is available.

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\* Published by the World Book Company.

The alert teacher will keep abreast of the developments in this field by referring to the educational journals which describe the new tools of learning.

### *Listener-Group Surveys*

From a survey made of methods of utilizing the vocational guidance broadcasts presented over the American School of the Air, 1934-1938,\* came many constructive suggestions and evidences that the radio can be most effective as a vigorous and timely implement of imparting information about occupations.

Inquiries were sent to the schools which had requested the weekly suggestion sheet on the utilization of these broadcasts. The 350 replies received from forty-two states presented substantial agreement that teachers should prepare their pupils in advance by giving appropriate readings and by orienting them to the problem to be treated. They also agreed that a post-broadcast discussion is highly important to intelligent listening and insures that the implications of the broadcast are thoroughly understood.

The methods of preparation for the broadcasts and the utilization of them included various uses of the reading lists; many ways of discussing the program and reporting on the assigned topics; uses of the blackboard, bulletin board, and visual aids; and many techniques for introducing the subject of making rational plans for a field of work in which one can contribute his best service and derive maximum satisfaction.

According to the choice of programs which the pupils liked best, the topics considering general problems of occupational life were more popular than those dealing with specific fields, and the dramatic skits were better liked than the interviews. The states that led in the number of schools reporting use of these broadcasts were New York, Pennsylvania, California, and Wisconsin.

### *Television*

Television, the combination of radio and the screen, is expected to become an increasingly effective and popular aid to instruction. Kinds of work which have been described on the

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\* Forrester, Gertrude. Report presented to National Vocational Guidance Association, Cleveland, Ohio, Feb. 24, 1938.

radio can be portrayed with all the vividness and directness of the motion picture. Television will provide the opportunity for many field studies of types of occupations available both in the home community and in more distant regions. The alert business teacher will consult the chief broadcasting and telecasting companies about their brochures and suggestions on the use of television, when these become available.

#### SUGGESTIONS TO THE TEACHER FOR THE EFFECTIVE USE OF VOCATIONAL GUIDANCE BROADCASTS

Better results will be accomplished, from both classroom and home listening, when assignments are carefully planned. The following suggestions are presented to assist the teacher to motivate pupils to participation in thought-provoking activities:

1. Effective use of the broadcasts necessitates preliminary and follow-up discussions.
2. Arrangements should be made for listening in regular classroom rather than in auditorium, gymnasium, or large-room settings.
3. By raising questions in advance that may be answered by the broadcast, independent thinking may be elicited.
4. Broadcasts may be used as an introduction to occupational problems and conditions and may serve as a springboard to further investigation; they should be considered as a type of assignment to stimulate the class to further pursuit of the topic.
5. Not all listening should be compulsory. Topics concerning specific fields of occupational life are less popular than those dealing with general problems; on those programs, voluntary listening may be approved.
6. The teacher should give close attention to the broadcast; if he marks papers or reads a book while it is in progress, pupils will be encouraged to do likewise.
7. If new points of view arouse and intensify pupils' interests, classroom procedure should allow for immediate investigation of those topics.
8. To utilize "leading-on" values of the broadcast, supplementary reading, interview with workers, reading of biography, and visits to places of employment should be permitted to grow out of the discussion following the program. Pupils should be encouraged to suggest ways of further exploring the subject.
9. Opportunities should be provided for notations of interest during the program and for creative expression, either oral or written, immediately following the broadcast.

10. Pupils should be encouraged to make a critical appraisal of the advantages and disadvantages of the types of work discussed.
11. Comparison should be made between the current, supplementary and firsthand information furnished by the broadcast and the printed information in the libraries.
12. The program can be used as a stimulus to independent analysis and thinking by urging the comparison of opinion heard on the radio with that of local workers in the occupations discussed.
13. To appraise the value of the program, some idea should be obtained as to how the broadcast influences the pupils' thinking, varying the method to suit the broadcast — discussions, student evaluations, criticisms, letters to broadcast station, comments, reports, formal and informal tests, imitations, dramatizations, questioning, or spontaneous reflections.

### ASSIGNMENTS FOR PUPILS

1. Include a radio review column in the school paper with student comments and descriptions of the vocational guidance programs.
2. Dramatize one of the skits given on the air, using a script, obtained from sources given on pages 34-35.
3. Prepare an original script or adapt one from a manuscript of an actual broadcast that contains information about one or more occupations.
4. Write to the station from which you heard the broadcast and give your honest reaction to it.
5. There are usually a dozen or more programs dealing with vocations on the air every season. Listen to one of these for several weeks and report to the class, so the members may be informed about broadcasts they may want to hear.
6. Review one of the vocational guidance broadcasts for the class, as you would review a book.
7. Discuss one of the vocational guidance broadcasts which most of the class heard. If the program is a drama, would you have acted as the characters did? Would you have arrived at a different solution? Discuss salient facts, debatable issues, significant philosophy, and conduct an unbiased discussion of the program and its merits.
8. Arrange a bulletin board announcement of current vocational guidance broadcasts, with names of stations, titles of broadcasts, time of programs, etc.
9. Composing directly on the typewriter, type a summary and report of a broadcast dealing with business occupations.
10. Compare the opinions expressed over the air with those in books written by successful workers in the same occupation.

11. To practice outlining, jot down a brief outline of a program from several series of vocational guidance programs. If you were writing scripts, would you use the same method of organization that the script writer did?

12. Select committees to listen to some of the broadcasts during out-of-school hours. Have several pupils report on the same program to bring out different points of view, different evaluations, and different emphases that may be compared or contrasted.

13. Request the broadcasting companies to send you any handbooks or reading lists which accompany their programs.

14. Assume that you are a secretary and your employer has asked you to take notes at a committee meeting and to summarize the important details. Listen to one of the broadcasts concerning social, political, or business economy and take notes on the main ideas presented. Composing at the typewriter, prepare your report.

15. Assume that your employer has asked you to report on the ideas presented in some radio program such as "America's Town Meeting of the Air." Take notes, organize, and summarize what has been said.

16. Take direct dictation from a newscast and transcribe on the typewriter.

17. Listen to commercial announcements, make a brief study of radio advertising, and report on some of the basic advertising techniques employed.

18. Study the vocabulary used in broadcasts related to the field of business. Write down new words, discuss their meanings, write them in shorthand, and have them dictated to you so you may practice writing and transcribing them.

#### SELECTED REFERENCES

Many of the following books and pamphlets deal with the general educational use of radio, but they contain some suggestions relative to the use of vocational guidance broadcasts:

ATKINSON, CARROLL. *Education by Radio in American Schools*. Nashville, Tenn.: Peabody College for Teachers, 1938.

EISENBERG, AZRIEL L. *Children and Radio Programs*. New York: Columbia University Press, 1936.

GOUDY, ELIZABETH, and NOEL, LT. FRANCIS W. "How to Use Audio-Visual Aids — Radio, Recordings, and Use of the Microphone." *Business Education World*, pp. 258-261. January 1944.

HARRISON, MARGARET. *Radio in the Classroom*. New York: Prentice-Hall, 1938.

HILL, FRANK E. *Listen and Learn*. New York: American Association of Adult Education, 1937.

- KIRSON, H. D. "Airways of Guidance." *Occupations, the Vocational Guidance Magazine* Vol. 12., No. 7, pp. 26-28, March 1934.
- McKEOWN, HARRY C., and ROBERTS, ALVIN B. *Audio-Visual Aids to Instruction*. New York: McGraw-Hill, 1940.
- National Association of Broadcasters, Washington, D.C.: *How to Use Radio in the Classroom*, 1939. Free
- ROSS, L. W. "Radio in Chapel Hill High School's Guidance Program." *Clearing House*, pp. 140-2. November 1938.
- SYLVESTER, L. K. *Sources of Materials for Radio in Education*. Columbus, Ohio: Bureau of Educational Research, Ohio State University, 1941.
- "Vocational Guidance by Radio." *Virginia Journal of Education*, December 1941.

## IV

### The Use of Graphic Materials

IN addition to the aids described in the previous chapters, there are other visual aids which help to give a vivid portrayal of the available kinds of work. Knowing that high school boys and girls are indifferent to the commonplace and curious about the picturesque, the ingenious teacher will utilize displays, pictures, posters, bulletin boards, illustrations, photographs, graphs, and pictorial charts to attract their wandering attention. Strikingly graphic and vivid pictorial materials are abundantly available in periodicals, newspapers, advertising material, and exhibits which are designed to attract and inform.

Pupil activity in selecting these graphic materials and planning for their use will render more effective results.

#### *1. Pamphlet and Picture Display*

Any teacher or counselor who aims to provide a bird's-eye view of the workaday world will establish a file in which to keep pamphlets, pictures, clippings, and other loose pieces of information about occupations. Attractive, provocative, and informative as they are, however, pamphlets and pictures are too often left in their places in classroom libraries, where their usefulness is concealed behind the bland façade of steel filing cabinets.

To remedy this situation, a weekly calendar of exhibits, allowing for committees to change the pamphlet and picture displays, frequently lures new patrons to the files where they may glimpse their unsuspected resources. Against a background of bright, suitably colored poster paper, even the dullest pamphlet covers attract notice. Various legends attract many an indifferent glance to profitable inspection and stimulate pupils to become curious and interested in a variety of new occupations.

In arranging the pamphlet and picture display, pupils will examine what is available in the file and will supply from modern photographic advertising in current magazines additional clippings and pictures to make the display more dramatic, vivid, and attractive. When pupils are familiar with the files, circulation statistics soar most gratifyingly. Once pupils have been made

aware of these sources of information they go directly to the vertical files to augment regular reading matter. Practically every individual who has at any time co-operated in a display remains the file's grateful and enthusiastic supporter.

The pictures help to call attention to the pamphlets. An interest engendered by one of the little brochures, in turn, frequently gives a teacher the opportunity to introduce the inquirer to books on the same or related subjects.

The displays in Illustrations 6 and 7 were arranged by pupils.

## *2. Display of Books about Occupations*

An effective method of promoting the reading of books about vocations and of encouraging the verification and authentication of the information in them is to request groups of pupils to arrange weekly displays of printed matter in the classroom or in the library.

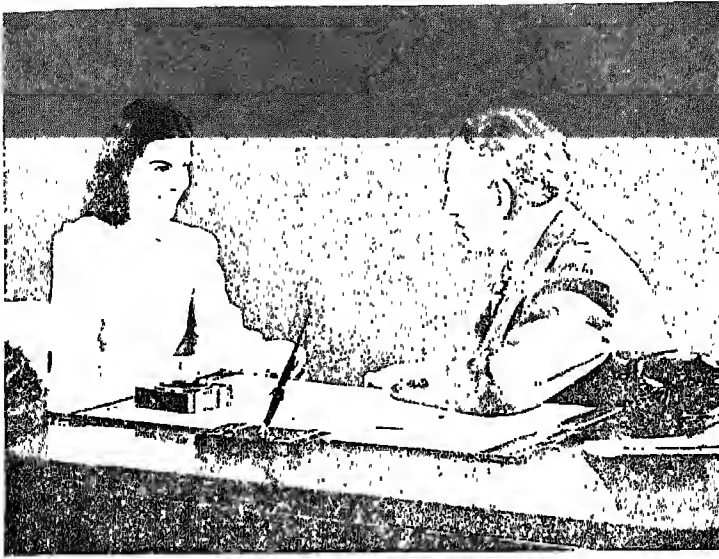
Many of the biographies and career stories present the requirements, problems, pleasures, and future possibilities of selected fields of work that are being considered by young people today. Pupils may be urged to determine whether the contents apply to present-day conditions, to get an opinion of the book from someone actually engaged in that occupation today, and to select for display only those books which give authentic information.

A well-designed book display is more successful in attracting attention, arousing interest, and creating a desire to read when built around a specific dominating theme. As in commercial advertising, the use of abstract designs, pictorial symbols, decorative elements, balance, symmetry, and color is responsible for the amount of attention which a display will receive.

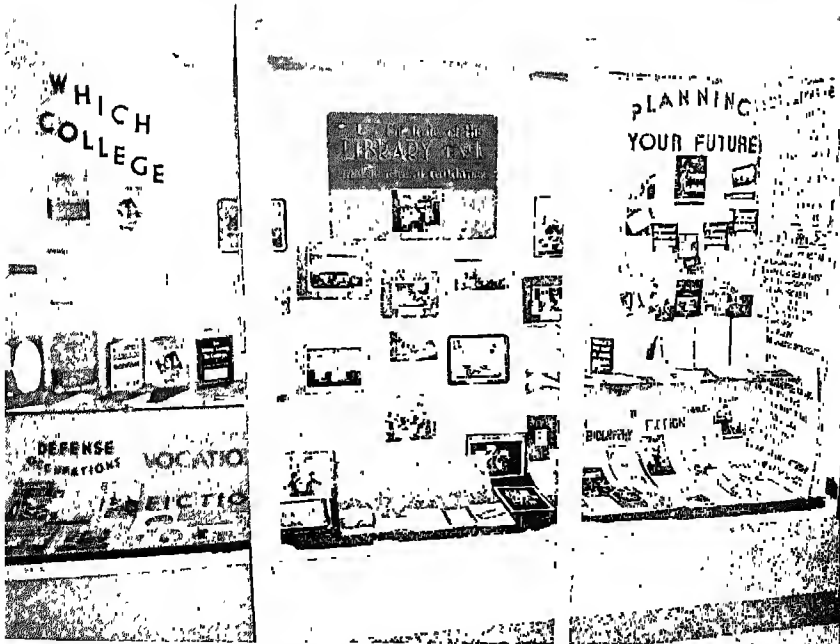
For arranging an exhibit around a central theme, suggestions may be secured from the photographs numbered 9 and 10. A display centered around "For Better Gardens, Dig Here First," was arranged by the art department, agricultural shop, and library of Hershey, Pa., Industrial School. The Photography Club of the school made and developed photographs of the exhibit. The Houghville Branch of the Indianapolis, Indiana, public library also arranged an interesting display around "Books Helped This Garden Grow."

The photograph bearing number 1 was taken in West Bend High School, where a browsing corner is set aside for the use

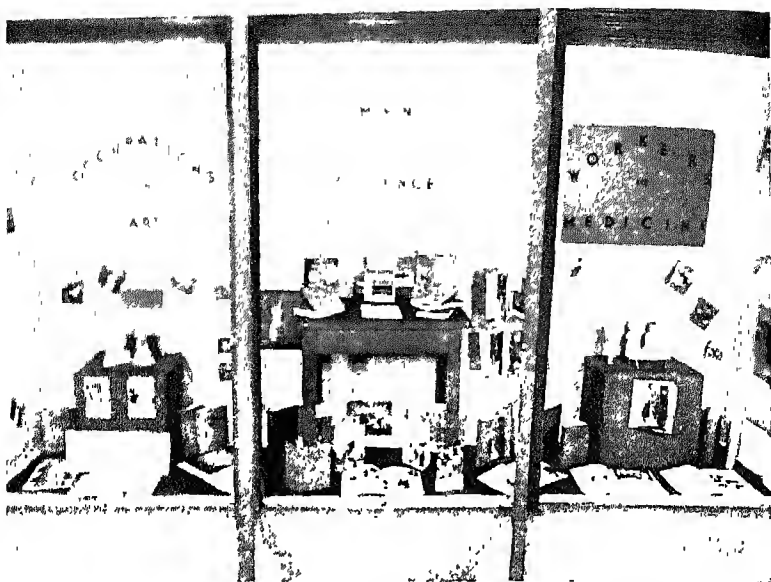




5. A prospective stenographer investigates opportunities by interviewing executive. *Courtesy Remington Rand.* (P. 7)



6. Display arranged by pupils, Summer Demonstration School, Columbia University. Poster at right available from Edlund's Man Marketing Clinic, New York City. Poster left lettered with Dennison Letters. (P. 43)



7. Displays arranged by pupils, Summer Demonstration School, Columbia University, August 1911. Posters made with Dennison Letters (P. 48)



8. "Your Future" chart forms a background for reading table in stenography room West Bend, Wisconsin (P. 58)

of the commercial students and furnished with reference books, pamphlets, and periodicals pertaining to their work. This display was arranged for the information of students who contemplate entering the field of business.

### 3. *Job Thermometer of Want Ads*

A useful source of information regarding current occupational trends and opportunities is the "Help Wanted" sections of newspapers. Positions advertised in a newspaper may be tabulated and compiled to present local and recent data. Weekly, monthly, semester, and yearly summaries may be prepared and charted into a job thermometer to show trends and the current opportunities in the area served by the newspaper.

By making and examining these job trend charts, pupils learn to observe the nature of industry's immediate needs and to consider relative job securities and seasonal fluctuations. The statistics from the tabulations compiled over a period of time reveal certain occupational trends for the information of the counselor in his constant study of progressive or regressive trends in employment within various occupations.

An interesting comparison may be made between the number of advertisements of the current month with the classified summary of "Help Wanted" listed in the *New York Times*, for the month of October 1941 \*:

Stenographer	177
Accountant	159
Bookkeeper	126
Secretary	68
Collector	11
Multigraph Operator	11
Cashier	6

### 4. *Posters*

A strong picture with a catchy caption will be most effective in capturing pupil interest.

Many devices have been used to encourage pupils to plan and prepare posters. For the career night conference, open to parents, at the White Plains, New York, High School, each

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\* Collins, Dwane R. "Want Ads Give Students Leads." *Occupations, the Vocational Guidance Magazine*, pp. 435-37, March 1941.

member of the art classes selects a field of work and illustrates a typical worker in his regular environment for the corridor art display.

At Cleveland, in order to focus the attention of young people on the need for vocational guidance in planning their careers, the Jewish Vocational Service, in co-operation with the Council Educational Alliance, sponsors a contest for posters by young people. Cash prizes are offered for the best posters submitted. The prize-winning posters, including those which receive honorable mention, are available for display at various schools and settlement houses. The contest is non-sectarian and is open to any person in the county who has not reached the age of 21. Posters must have a theme pertaining to the question of vocational guidance and are judged on originality, pertinence to vocational guidance, craftsmanship, and design.

In Pueblo, Colorado,\* a high school instructor placed on the blackboard ledge large envelopes marked with occupational titles. Each pupil was asked to place his name on an envelope and to co-operate in preparing a poster on a subject of interest. All pupils placed clippings and pictures in all envelopes. Within two months they had collected more material than they were able to use on the posters; it was incorporated into growing scrap-books and later added to the occupational file.

According to another plan, each student may select some business occupation and type ten or more statements concerning it. Illustrative articles clipped from available magazines and attractively mounted with the typed notes complete the poster.

These posters may be suspended from a horizontally placed wire at the top of the blackboard or along the walls.

Calendars, charts, placards, or similar surfaces about to be discarded may be saved by the teachers for use as bases for posters. Material may be mounted by either staples or paste. For example, the Anti-Tubercular Christmas Seal placards are available after Christmas in many schools, banks, post offices, and libraries, and have exceptionally good standards.

A set of posters may be borrowed from the Occupational Information and Guidance Service, Office of Education, Washington, D.C., for the cost of one-way transportation. One or more posters for each of the major occupational groups and divisions,

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\* "Effective Teaching With Posters." *Balance Sheet*, November 1941.

as classified in *The Dictionary of Occupational Titles*, contain photographs, made available through the courtesy of the Federal Security Agency, U.S. Dept. of Agriculture, and appropriate captions and items of significant information.

Colorful cardboard posters make a very attractive exhibit to call attention to the various fields of work. They can stimulate students of business subjects to prepare similar posters on the subjects included in the clerical and sales occupations, and the managerial and office occupations. If pictures from the clipping and picture file are stapled on the posters, they may be returned to the file at the end of the exhibit. (See Illustration 12.)

Each class may be divided into committees to choose some of the titles for which they will search for appropriate pictures showing workers at typical tasks and items of information about trends and current opportunities. Posters prepared on the titles on pages 237-238 would supply a panoramic view of the occupational activities in clerical and sales work.

### 5. *The Bulletin Board*

Committees of pupils may be asked to utilize the collection of pamphlets, pictures, and clippings and arrange occasional bulletin board displays. Materials should be selected which show the duties, requirements, opportunities, and conditions of work. If pupils are given sets of business magazines, they may extract pictures from them that will supplement the current collection. Each folder in the clipping file becomes a loose-leaf scrapbook which is being built for class use.

A picture, poster, display line, or slogan should be so placed on the bulletin board as to serve as the centralizing theme for the accompanying explanatory material. If an object or exhibit on a display table can be combined with the bulletin board, as shown in Illustration 14, it will attract greater attention.

A plan for the student use of the bulletin board may be adapted from the description in "The Bulletin Board as a Teaching Device" by B. J. R. Stolper, available in reprint form from the Bureau of Publications, Teachers College, Columbia University (15¢). This plan was used by creative writing classes, but some of the same ideas could be utilized for displays about work and workers. Some of the student suggestions as they formulated them are:

## PUPIL REGULATIONS ON USE OF BULLETIN BOARD

1. Mark off the bulletin board into four equal, vertical divisions.
2. Put good headings over each division: Books Worth Reading, Books Worth Nothing . . .
3. Do the headings attractively. Print them in India ink, or in decent colors.
4. The editor is responsible. Let him print his name on his heading.
5. It's too much work for one person; have a committee of editors for each department. Besides, some of the rest of us would like a chance!
6. How long shall a piece stay put? It will get stale. The board will get overcrowded. No single piece may remain for more than a week nor less than two days.
7. How shall we know how long a piece has been up there? That's easy! Mark it with the date it was put up, and with the date when it was taken down. And while you're at it, you may as well mark the date and the source of its appearance in print; you may need the information later.
8. Who's to own the stuff when it is removed from the bulletin board? Some of it is awfully interesting. Some of it is valuable for notebooks, scrapbooks, picture and clipping file, etc. Well, the one who owned it in the first place has first right to it. After him, the editors may divide the material, as a sort of payment for doing all the work of selecting and arranging.
9. You can't squabble over the ownership of the clippings every day. Put the discards in separate folders according to the department, and divide them all at the end of the term.
10. Yes, and don't forget to make the editors of each department keep within their own rightful space on the bulletin board. Some of them are gyping.
11. Editors are entitled only to the space they actually use, unless they need their blank space for some special effect.
12. At the end of each week, the class sits as a sort of jury. We hand down awards for interest and attractiveness of the various departments pitted against each other. The awards are to be acclaim only, of course.

### *Preparing and Filing Mounted Materials*

This is a day of enriched materials in teaching. Teachers and pupils are collecting pictures and clippings at little or no cost, but these cannot be used effectively unless they are put in usable form.

Pictures and clippings of ephemeral value must be collected

quickly, used while they are current, and discarded promptly. However, those of more permanent value must be carefully mounted, properly labeled, and made easily accessible.

One method of using newspaper clippings and pictures is to group them in the twenty-seven classifications given in Chapter XXV and paste them on the twenty-seven different-colored mounting papers. When they are not posted on the bulletin boards, they may be filed in the proper folders with the pamphlets. By using a variety of colors, all clippings on one subject may have a uniform background. This method gives the pupil practice in classifying, filing, pasting, and artistic arrangement, as well as in surveying the large number of ways of earning one's living.

If supplies for mounting are not available locally, they may be obtained from the Practical Supply Company, Chicago, or Milton Bradley Company, Chicago or New Brunswick, N.J. Clipping envelopes, guide cards, and filing supplies may be ordered from Gaylord Brothers, Syracuse; Remington Rand, Buffalo, N.Y.; Yawman and Erbe Mfg. Company, Rochester, N.Y.; or Shaw Walker, Muskegon, Mich.

Some attractive mounting paper can be salvaged from covers of advertising booklets before they reach the wastebasket. The covers of the book publishers' quarterly announcements and of travel circulars are often made of extra fine and highly colored paper. These covers make attractive mounting material for miscellaneous pictures; they can be used again and again by pasting a clipping on top of an older and smaller one. Pasting with rubber cement is very satisfactory, or the clipping may be stapled on the mount so that it may be removed and replaced by another.

Another source of discarded material that may add variety and color to the bulletin board display is the book of wallpaper samples, donated by a neighborhood wallpaper dealer. The pastel shades are suitable for posters, signs, and mounts. The figured and flowered papers serve as colorful backgrounds for exhibits of books and photographs. White paper printed with gay polka-dots may be used for announcements. India ink may be used on most of the wallpaper surprisingly well. Also, cardboard letters cut out of the backs of tablets may be covered with flowered wallpapers to spell out an attractive caption, using different but harmonizing papers for the various letters.

Many commercial photographers recommend dry mounting

as a simple method producing the neatest and smoothest results. Instead of a liquid adhesive, dry mounting employs a thin sheet of paper coated with a resinous substance. This dry mounting tissue is interposed between the picture and the mount and the whole subjected to a combination of heat and pressure. The Eastman Kodak Co., Rochester, N.Y., and Seal, Inc., Shelton, Conn., manufacture the mounting tissue and furnish descriptive literature.

#### DIRECTIONS FOR MOUNTING CLIPPINGS AND PICTURES

1. Cut out the picture or article neatly, preserving the title, description, or explanatory caption.
2. Type on it the name and date of the publication from which it is clipped.
3. Select the color of the mounting for the classification agreed upon.
4. Arrange in sets, for mounting on paper of uniform size, the clippings, pictures, or pertinent illustrative materials which are related.
5. For other pictorial aids, cut the mounting two to four inches larger than the picture or clipping to be mounted.
6. If the picture or clipping is square, place the mount so that the bottom margin will be slightly wider than that at the top and sides. If the picture is longer vertically, the bottom margin should be widest, the top margin next in width, and the sides narrower. If the picture is longer horizontally, the bottom should be widest, the side margin next, and the top narrowest.
7. When the picture is exactly straight, mark its position on the mounting with a light pencil dot at each corner, and turn it over to apply the paste or mucilage.
8. A rubber cement can be used without danger of wrinkling or warping. The space on the mounting should be coated with a thin layer of the cement. The back of the picture should be coated similarly, and both should be permitted to dry. After both surfaces have become thoroughly dry, place the picture in position on the mounting board with the corners exactly on each pencil dot.
9. Press down firmly with a soft cloth or with the hands.
10. If a liquid adhesive has been used, place the freshly mounted clipping under a heavy weight to be pressed until dry. If pressed between the pages of a magazine, place a sheet of plain white paper over the clipping, so the print will not rub off on the damp clipping.
11. If dry mounting is used, cut the tissue the same size as the picture. Place the picture face up on the mount. Then place a sheet of



paper over the whole. Apply a medium hot iron and press firmly for a few seconds. Keep picture under pressure for a few minutes after removing from the hot press in order to prevent it from curling.

12. The identification — subject classification and code number — may be either typed on the mounting card or typed on a piece of gummed paper and fastened on the mount.
13. Type the title or legend as concisely as possible on gummed label of standard size and center it under the picture.

### *Filing Pictures, Posters, Clippings*

Pictures and clippings are filed with pamphlets in the occupational file. If the class has no filing cabinet, a cardboard carton or fruit crate will serve as a utility filing case. On the outside of the case paste wallpaper, oil cloth, or colorful magazine covers. At the end of the semester, the clippings, pictorial aids, and graphic materials may be donated to the library for the permanent files of information about occupations.

### *Sources of Pictures*

Sources of pictorial material covering occupations are many and varied, when a class acquires the habit of searching for them. Discarded books and magazines, advertising folders, rotogravure sections of newspapers, and book jackets are all rich in possibilities. Use attractive colored pictures from magazines such as *Fortune* and *The National Geographic* to brighten a bulletin board display of newspaper clippings and draw attention to important items. For example, the August 1940 issue of the latter contains pictures of the marble packer, glass blower, china chipper, glassware decorator, and clothespin packer. Subscribers in the community will frequently contribute old copies for building a picture file in the library. Color sheets reproduced from various issues of *The National Geographic Magazine*, 16th and M Streets, N.W., Washington, D.C., are offered for 30¢ for 48 sheets or 50¢ for 96 sheets, to be selected from a large list of available subjects. Most of the pictures deal with scenic or scientific interests, although some of them represent workers in various vocations and avocations. Especially good pictures of workers achieving "better things for better living through chemistry" may be found in *The Du Pont Magazine* (Wilmington, Delaware).

An example of photographs available ~~without cost may be~~

obtained from the brochure, *Engineering Fellows*, distributed by the publicity department of Pratt & Whitney Aircraft, East Hartford, Conn. A center spread of four pictures showing young women at work, testing, analyzing, drafting, and planning, forms a splendid caption around which to arrange a display on aircraft engineering service for women.

The brochure entitled *Sugar 'n' Spice*, distributed by Remington Rand, Inc., includes pictures of several employers giving dictation to their secretaries; these also provide attractive additions to a bulletin board display.

Some good pictures of workers are included in the Visualized Curriculum Series published by Creative Educational Society, Mankato, Minnesota, in 1940. Discussion questions and a description of each picture are given on the reverse side. Two general pictures in the "education" classification, labeled: "What Courses Shall I Take?" and "What Shall I Plan To Be?" make appropriate posters around which to build a bulletin board display of occupational information.

Some of the inexpensive books provide good photographs with brief explanatory captions, such as the fifty-cent book, *See How We Work*, (Grosset and Dunlap, 1940). One hundred and fifteen unusually good photographs are reproduced on fifty-eight pages in *Everyday Occupations* (Heath, 1941) and 72 pictures on sixty-two pages in *Occupations Today* (Ginn, 1943), showing workers engaged in each of the major occupational classifications of the United States Census. Here are pictures of ranchers, fruit growers, lumber workers, miners, quarrymen, roadbuilders, glass workers, transportation workers, bakers, canners, stockyard workers, leather tanners, shoemakers, textile and garment workers, sawyers, carpenters, machinists, automobile workers, gasoline station attendants, and clerical workers, all actively engaged in their occupations.

Issues of *Building America* contain many photographs of people at work, as do the Picture Fact Books (Harper, 80¢). *Office Workers* of the last-named series contains pictures of the first office workers as well as office workers in action today. Books of this character, opened at the appropriate pages, may be placed on the table underneath the bulletin board. As the books become worn, new copies may be ordered for reading and the old ones taken to pieces for building up a good occupational picture file. Pictures obtained in this manner would cost less than two cents each.

### *Picture Holders or Covers*

The attractiveness of pictures may be enhanced by the use of picture holders. The sheen as well as the protective quality makes these useful for displaying bulletin board material.

A celluloid picture holder, in various sizes, suitable for display purposes is sold by Gaylord Brothers, Inc., Syracuse, N.Y. A sheet of highly transparent celluloid is cyeleted on three sides to a backing of stiff photomount. The fourth side is open to permit the easy insertion of picture or clipping.

The Vita Specialties Company, 693 Broadway, New York City, manufactures another style of picture holder, the back of which is made of dark-brown pressboard and the face of transparent, noninflammable lumarith, available in various sizes, at prices ranging from fifteen cents and above, depending on size and quantity.

A pliofilm page protector is manufactured by the Protex Products Company, Jersey City, N.J., and distributed by their dealers. It is clear, transparent, waterproof, and punched on the open ends for thumbtacking.

A fourth style with bound edges is available at the five-and-ten cent stores.

### *Display Materials*

The posters, exhibits, and bulletin board displays designed to direct pupil attention to current vocational information are in constant competition with professional advertising and display. Keen competition for the large reading, radio, and motion-picture audiences basic to commercial success has forced the display technicians of the radio, cinema, and best selling books to apply every technique of attention-getting known to psychological science. They successfully use the simplified design, abstract symbols, pictographs, color, slogans, attractive lettering, and display elevations. Therefore, some display and advertising materials which would meet certain professional standards should be made available to pupils, if the displays are to attract the reader's interest.

### *Display Elevations*

The variety of height and the feeling of depth essential for arranging successful window displays can be secured only through

the use of display elevations. A wide variety of these may be used. The inexpensive display elevation shown in photograph number 46 is the black enameled cardboard box. Varieties of corrugated papers can be used, with the addition of paper caps or crowns, to fashion self-supporting display elevations at a nominal cost. Structural glass blocks, which may be arranged effectively in building displays, may be purchased from the Pittsburgh Plate Glass Company, 456 North St. Clair Street, Chicago. Size 6" by 6" by 4" for 32¢ each; 8" by 8" by 4" for 56¢ each; 12" by 12" by 4" for \$1.50 each.

Other types of display elevations may be obtained from Garrison-Wagner Company, 1627 Locust Street, St. Louis, or Adler-Jones Company, 521 South Wabash Avenue, Chicago.

### *Display Letters*

Any poster or bulletin board display is only as good as its lettering. Compare the dignity of the letters in Illustrations 9 or 15 with the sagging, illegible letters of many amateur efforts.

The letters used in the posters in pictures 6 and 7 are the cardboard cut-out letters in the classic alphabet, available in seven colors from the Dennison Mfg. Co. at a price of 2½¢ for each of the three-inch letters, one cent for each of the ¾ inch letters, two cents for the two-inch letters, and three cents for the four-inch letters.

Wooden letters, 2½" by 1½" by ½" may be purchased from Woolworth's Five-and-Ten Cent Stores for one cent apiece, unfinished. They may be used in the natural finish or painted with casein or poster color paint.

The letters in the table display in photograph 46 are Mitten's White Composition Display Letters, available in a variety of styles and sizes from the Garrison-Wagner Company, 326 W. Adams Street, Chicago, and 1627 Locust Street, St. Louis, as well as from many display firms. The letters may be purchased for poster or table display use; for poster or bulletin board, the letter is equipped with steel pins by which it can be affixed to any soft background; for table display use, the pinless type is designed to be used free-standing by inserting in grooved tracks which are sold for this purpose. The letters are sold by the font or by the separate letter. A font of 233 characters in the two-inch size sells for \$9.00; individual letters are eight cents each.

The poster shown in the background of Illustration 16 is lettered with the Norcross assorted detachable letters sold in many stationery stores — 80 gummed letters for ten cents.

Letters shown on the posters numbered 25 are Willson's Gummed Paper Letters which may be secured from the Tablet & Ticket Company, 1019 W. Adams Street, Chicago, or many stationery stores, at 10 letters for eight cents in the larger size (P-25) and 10 letters for five cents in the smaller size (P-21).

Another helpful device for rapid hand lettering is "The Letter Perfect Lettering Guide" manufactured by Cardinell, Montclair, N.J., and sold by many stationery and artists' supply stores for one dollar. The largest letter which may be made with the guide is  $\frac{3}{4}$  inch high and  $\frac{1}{2}$  inch wide.

### *Composition Boards and Background Papers*

The display "Re-discovering Home Sweet Home" (number 13) illustrates the effectiveness of background. The window featured books on hobbies, leisure-time activities, table and parlor games, and simple handicrafts. The décor of the display was a background of rose-strewn wallpaper before which was placed a table draped in the Victorian manner with deep-green sateen, bearing a modern version of an old-fashioned oil lamp and other Victorian bric-a-brac. Presented at the time when gasoline rationing went into effect, it caught the attention when there was much speculation as to how stay-at-homes were going to spend their evenings. Apparently it created a nostalgic longing in the hearts of the observers, for the books in the display quickly disappeared from the shelves.

Composition boards available under a number of trade names, such as "compo-board," "armor-board," "upsom board," and "masonite," are used in the window displays shown in 13 and 46.

Occasionally a poster issued by agencies employing professional service and techniques may be adapted for use with an exhibit of vocational books. The right-hand poster shown in 21, available without charge from the *Saturday Review of Literature*, 25 West 45th Street, New York City, contains an arresting caption "In a War-Torn World Let Good Books Help You," to which is added the book jacket lettering "Pick Your Job and Land It." The words "Plan Your Career" would make an appropriate display line underneath the poster.

Beautiful and modern educational advertising which could highlight an exhibit of books is released continually by business concerns and government agencies. Pupils may be encouraged to observe appropriate posters in stores, business establishments, and libraries and ask for them when exhibits are changed. Some posters are described in the display and publicity methods sections of the *Wilson Library Bulletin* and the *Library Journal*.

### *Cut-out Figures*

A bulletin board and table display which utilizes colorful figures and a poster may be arranged similar to the window display, "Women at War," pictured as Illustration 14.

The large buff-colored poster with maroon lettering is flanked on either side by maroon display paper, forming a background for related books and pamphlets, arranged so as to follow the diagonal pattern of the poster. The colorful figures on the poster are cut-out paper dolls, 9½ inches tall, obtained in the cut-out books such as *Liberty Belles* published by the Merrill Publishing Company, Chicago, *Victory Volunteers; Dolls and Uniforms* (Merrill Publishing Company), and *Girls in the War* (Samuel Lowe Company, Kenosha, Wis.), secured from Woolworth's Five-and-Ten Cent Stores. Services represented on the poster are WACS, WAVES, SPARS, MARINES, AWVS, WOW, Nurse's Aid, Victory Gardener, and Farm Worker. Each doll stands out two inches from the background on a platform, 2" by 4", made from the same material as the poster and glued to it, with the name of the service lettered on the edge of each platform. The graduated platforms on which the books are standing are made from pasteboard boxes covered with maroon display paper. On the table is a large sheet of buff paper matching the poster.

If sufficient bulletin board is not available, cardboards stapled on two discarded calendars will make a serviceable background. (See photographs 41 and 47.) Another method of obtaining an inexpensive bulletin board is to glue together two thicknesses of heavy corrugated cardboard with the ribs extending at right angles. When thoroughly dry, the front of the board may be covered with blotting paper in order to make an attractive colorful surface. In the same manner, an inexpensive window shade may be used as the foundation.

## *Sources of Maps, Posters, Charts*

Excellent maps, posters, and charts dealing with office workers can be obtained from the Women's Bureau of the U.S. Dept. of Labor.

### MAPS

Three colored maps show legal provisions regarding hour and minimum-wage laws for women workers in the various states. In two sizes. For wall use, 39" by 24"; for desk use, 8" by 10½". Free

### POSTERS

1. America Will Be as Strong as Her Women. 17" by 24". Free
2. Minimum Standards for Employment of Women in Industry. 28" by 38". 10¢
3. The Woman Who Earns — Keeping Her Work Place Safe and Comfortable. Two posters, each 30" by 44". Free

### CHARTS

(Each 24" X 32".)

If the following are brought up-to-date to include 1940 Census data, or if classes can add to them, they may well be used:

1. Women with Gainful Occupations. Bar chart showing the occupational distribution and progress of women, 1910 to 1930, with definite numbers and percentages. Free
2. Proportion of Men and Women with Gainful Occupations, 1870-1930. Pictorial chart. Free
3. Number of Men and Women with Gainful Occupations, 1870-1930. Pictorial chart. Free
4. Occupations of Women, 1930. Pictorial chart. Free
5. Pictorial charts on office workers — six on women in several cities and one on men and women in Chicago. Full set, seven charts, \$1.05, or individual charts as follows:

*Women Office Workers (1930 Census):*

Monthly Salary Rate by Occupation. 15¢

Monthly Salary Rate by Type of Office. 15¢

Median of Monthly Salary Rates by Occupation. 15¢

Median of Monthly Salary Rates by City. 15¢

Median of Monthly Salary Rates by Age and Experience. 15¢

Most Common Hour Schedule. 15¢

Office Workers in Chicago — Median of Monthly Salary Rates.

15¢

## OTHER BULLETIN BOARD CHARTS

- Champaign, Illinois, Senior High School. "The Champaign Guidance Charts." Relationship of 25 school subjects to vocations. \$1.00
- The Tennessee Book Company, 172 Second Avenue, North, Nashville, Tennessee, distributes posters or signs which make appropriate labels for exhibits of books. Among the titles are "She Strives to Conquer," "Tips to Teens" (etiquette), "Doctor, Lawyer, Merchant, Chief," "Help Yourself to a Hobby," "With Brush, Chisel and Crayon" (art), and "Wonder Workers" (modern inventions). 15¢ each
- Pittsburgh Public Schools. "Present Day Opportunities — With Reading References." 10¢
- State Department of Instruction, Pierre, South Dakota. Charts based on "Your High School Record — Does It Count?" \$11.75
- Your Future "Chart of Occupational Opportunities." Large wall chart, size 32 X 44 inches, presenting educational preparation desirable, the number of people employed, the aptitudes and abilities needed, the range of earnings, and the disadvantages of the one hundred occupations in which 96% of all men workers and 90% of all women workers are employed. \$2.00. Columbus, Ohio, 1941.
- Ediphone Division, Thomas A. Edison, Inc. "Secretarial Qualification Chart." Chart, 21 X 31 inches, points out many of the essential qualifications which a secretarial student needs to have in order to qualify as an Ediphone Voice Writing secretary. Orange, New Jersey. Free
- Vocational Trends*, September 1941 "Your Course and Your Career." A double-page "spread" listing high school subjects and examples of the occupations to which they may lead. Subtitle: "Every High School Course Is a Key That Will Open the Doors to Certain Careers, but None Will Open All Doors — So Be Sure to Choose the Right Key."
- American Association of Junior Colleges, 730 Jackson Place, Washington, D.C. *Accreditation Requirements for Junior Colleges*. Wall chart, 24 X 38 inches, showing entrance requirements for 38 junior colleges. 50¢
- A. J. Nystrom and Co., Chicago, Ill. Hughes American Citizenship Series. *Vocations III, Clerical and Professional*. Wall chart, 38 X 48 inches. Gives occupations, number employed, personal qualifications, scholastic training, special requirements, and outstanding features. \$3.75
- "Career Charts." Institute for Research, 537 So. Dearborn Ave., Chicago, Illinois. Show graphically the routes of promotion and relationships between jobs in a number of fields.



## EXHIBITS, PAMPHLETS, AND CHARTS

(Available from Industrial Organizations)

A list of more than one hundred sources of exhibit materials of various kinds available from industries is given in Dent's *The Audio-Visual Handbook*,\* and sources of flat pictures are given in *Modern Methods and Materials for Teaching Science*.† Sample titles are given below as an illustration of the various sources from which excellent teaching materials may be obtained at very little cost. Many industrial organizations are willing to co-operate by providing explanatory materials for school use. When corresponding about exhibit materials, it will be well to do so on a school letterhead and to explain that the materials are wanted for class rather than individual use. Many of the national advertisers will supply vocational information.

Armour & Company, Chicago, Illinois

Booklets on meat industry and excellent food source map showing agricultural products of various sections of the United States.

Borden Company, 350 Madison Avenue, New York City

Booklet "The Story of Condensed Milk."

Chicago Cork Works Company, 2600 North Crawford Avenue, Chicago, Illinois.

Very complete exhibit of cork showing manufacture and finished products (\$1.00). Folders describing the cork industry.

Chocolate Sales Corporation, Hershey, Pennsylvania

Educational chart of the manufacture of chocolate and cocoa.

Eberhard Faber Pencil Company, 37 Greenpoint Ave., Brooklyn, New York. Circular on the manufacture of pencils, and charts (50¢) including samples of pencils and erasers in the various stages of production.

Esterbrook Steel Pen Manufacturing Co., Camden, New Jersey.

Exhibit of process of manufacturing steel pens, and booklets.

Hammermill Paper Company, Erie, Pennsylvania

Booklets and exhibits of paper manufacture.

## ASSIGNMENTS FOR PUPILS

1. Using books from your library shelves, classroom library, or from a co-operating bookshop, plan a display or a combination bulletin board and table exhibit of books about occupations which contain

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\* Dent, Ellsworth C. *The Audio-Visual Handbook*. The Society for Visual Education, Inc., 327 South LaSalle Street, Chicago, Ill., 1942.

† Heiss, Elwood D., Obourn, Ellsworth S., and Hoffman, C. Wesley: *Modern Methods and Materials for Teaching Science*. The Macmillan Company, 1940.

authentic information and which you can recommend to other readers. Using books about vocations instead of books about gardening, arrange a display of the same character as those in Illustrations 9 and 10, around some unifying theme.

The author of this book is interested in a Vocational Guidance Book Display Contest and offers an annual five-dollar book prize to the best display that shows careful planning and clever execution, judged from photographs submitted before February first of each year, for five years following the publication of this book. Send a photograph of your display for entrance in this contest to the author, West Bend, Wis. Entries should be accompanied by a full description of the bulletin board, interior exhibit, or window display, including information on kinds and sources of material used, cost, and color scheme. If the Chinese adage is true that a "picture is worth a thousand words," a picture of your exhibit may remind other schools and other pupils of the information to be found in books about occupations.

2. If you do not have a large bulletin board, construct one out of heavy cardboard, large enough to have transparent pockets in which to place pamphlets and catalogs. At the top, state the occupation that is the subject of exhibit for the week. Below this insert monographs in transparent pockets. Below the monographs, place catalogs of schools where training may be obtained in this field. Mounted pictures, newspaper clippings, magazine articles, graphs, book lists, book covers, and occupational outlook charts may be added. At the very bottom place a pocket for conference cards to be filled out by any student desiring further information in regard to this field of work. Underneath the bulletin board, arrange a table display of reference books that contain information about that vocation. Each week the exhibit may be arranged on a different subject by different committees of pupils.

3. On a ladder drawn on a piece of bristol board, or on a toy ladder, label each rung with the name of an occupation which would be a step toward the goal of private secretary. Beside each step, typewrite the duties and qualifications necessary to get a firm footing on that step and a start toward the next rung on the ladder. Entitle the poster, "If You Want to Be a Secretary."

4. List the 1940 occupational groups of the United States Census (see p. 68) under a bulletin board caption, "Your Future; What Shall It Be?" Arrange to have a weekly display of books, pictures, clippings, and leaflets on one of the occupations. The bulletin board lettering may remain but a new vocation be featured each week. Under the title "Why?" the monographs may be arranged. The space underneath "Where?" may be filled with college and trade school bulletins.

Reservation cards for those who wish to read the books at the end of the week may be placed in a pocket under "Who?"

5. Form class committees to furnish new pictures and clippings to add to the occupational file. Make one committee responsible for each of the titles on page 68.

6. Prepare a job thermometer of a survey based on paid newspaper advertisements of employers in your area. Tabulate, compile, and chart into a job thermometer the weekly, monthly, semester, and yearly summaries.

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## V

### The United States Census

IF youth is to follow the maxim, "Look before you leap," he must look over the many kinds of work that exist and consider the opportunities for employment in them. To do this, he needs to know the occupations and the number of workers in them. Both teacher and pupil should know where to find reliable source material and learn how to use it. This procedure should accompany or supplement the devices for giving occupational information presented in the preceding chapters.

Fortunately, there is a way of knowing the number of workers in each occupation and in ascertaining the occupations of each city, state, and region. The United States Census is a primary and impartial source of this information. Hundreds of United States depository libraries throughout the country have the complete volumes and almost every city library owns the [8] *Abstract of the Census*. A utilization of the Census reports gives a complete bird's-eye view of all the occupations of the United States. Its use is urged by Kitson:

The informative function of vocational guidance can be partially performed by a proper utilization of census reports. Figures are compiled showing the distribution of different kinds of workers throughout the country, and these figures may be related to a number of other facts of distinct vocational significance . . . These statistics are available and only await their application to take a prominent place in the preparation of youth for vocations.\*

One of the devices for showing graphically the proportion engaged in the various fields of work and the trends therein is charting the percentage distribution of gainfully occupied persons according to the major classifications of the United States Census for city, state, and nation. This gives pupils an awareness of the range of occupational activity as well as a facility in the use of the United States Census, the *Abstract of the Census*, and studies such as [1] *Occupational Trends in the United States*, for future reference.

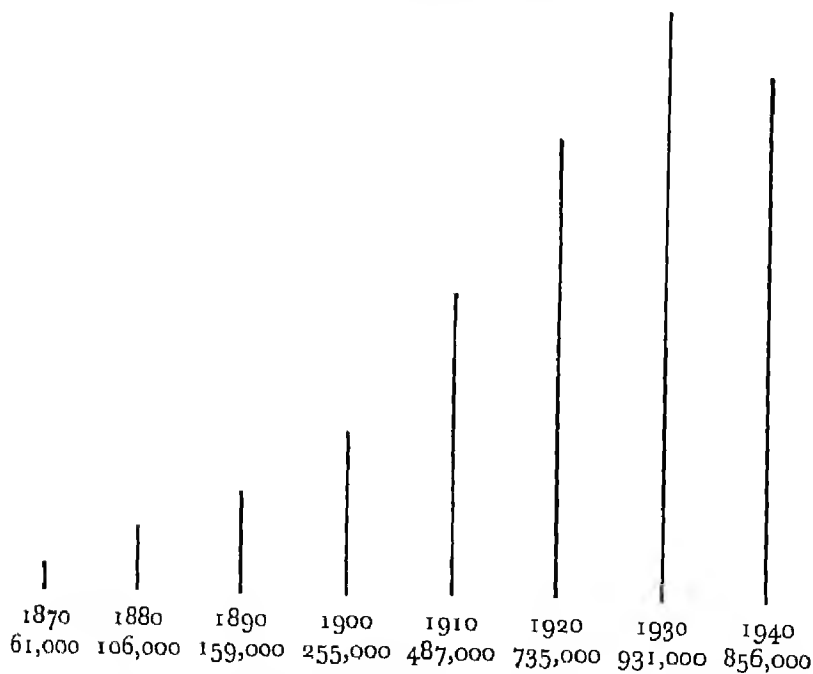
It is important to know where to find the number of men and women in each field of work in order to determine which

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\* Kitson, H. D. *The Scientific Study of the College Student*, p. 80. Psychological Review Company, 1917. (Used by permission.)

occupations are growing or declining in numerical importance. The statistical tables compiled by the Bureau of the Census, Department of Commerce, give information on progressive or regressive trends within various occupations — trends in employment, specialization, and proliferation of skills in American industry and business. The data aid in evaluating the opportunities for employment in specific occupations by permitting comparison of the relative numerical size of particular occupations at a given census date and comparison of changes in these relative sizes since the first census was taken, almost a hundred and sixty years ago.

For example, the number of bookkeepers, cashiers, and accountants has grown in the following proportion:



This might be compared with a similar chart showing increase in general population.

#### *Available Census Data*

The statistics available in the published reports of the United States Census Bureau vary according to the size of the com-

minity. Volume IV of the population series in the Fifteenth Decennial Census (1930) contains information on occupations for cities of more than 25,000. The first volume of the census report on unemployment in 1930 gives in addition data on cities of 10,000 or more population. Information about farm families is available by counties in the volume on families.

Volume III of the population series in the [10] Sixteenth Decennial Census presents the basic characteristics of the labor force as of March 1940. The subjects included are employment status, class of worker, occupation, industry, wage or salary income in 1939, hours worked during the week of March 24 to 30, 1940, months worked in 1939, duration of unemployment, and personal characteristics of the labor force, including age, sex, race, and marital status. Part 1 constitutes a summary for the United States. Part 2 presents statistics for the several states, arranged alphabetically, from Alabama to Indiana; Part 3, from Iowa to Montana; Part 4, from Nebraska to Oregon; and Part 5, from Pennsylvania to Wyoming. Volume IV of the population series contains characteristics by age — marital status, relationship, education, and citizenship, by states.

For cities of small size, the Bureau will tabulate the census data, upon request, for the cost of the clerical work involved. Any unpublished data can be made available for the cost of preparing and reproducing them. Upon request addressed to the Director of the Census, Washington, D.C., an estimate of the cost of preparing the figures may be obtained. If desired, data on enumeration districts of 1000 population will be furnished without charge, if the request can be taken care of by one clerk in a day or less, provided specific data are asked for in census terminology. This service is offered at such times as will not interrupt the regular work of the Bureau.

The Census of Business, taken in 1930, 1933, 1935, and 1939, measures the volume of business of the 2,600,000 establishments of different kinds and types in wholesale trade, retail trade, and service businesses, including hotels and amusements, and the construction business. It shows how many stores of different kinds there are in a given area, their volume of business, number of employees, and pay rolls. This Census gives a picture of the movement of goods from farms and factories to the 131,669,275 ultimate consumers. Data are presented by states, counties, and municipalities of more than 100,000 population.

The Census of Manufactures, taken every two years, measures the activities of more than four hundred different industries combining the operations of more than 184,000 manufacturing establishments, their volume of operation in terms of value of products, cost of materials, expenditures for electric power, number of employees, and wages paid. These are listed by kinds of manufactures down to the smallest town, where it is possible to do so without revealing confidential data on individual establishments. The report on the Census of Manufactures, 1939, was taken as part of the Sixteenth Decennial Census and was the twenty-third such census taken in the United States. The mass of statistical data contained in these reports provides a vast storehouse of information for the study and analysis of economic and industrial changes and trends.

In rural areas the Census of Agriculture, taken twice each decade, is very useful. It gives data on farm income, the number of farmers by tenure and color, the number and wages of agricultural laborers and a wide variety of technical agricultural information collected from more than six million farms and ranches.

The findings of several censuses are usually integrated into summary volumes. The *Abstract of the Fifteenth Decennial Census*, for example, contains in one volume the principal tables shown in the other thirty-one volumes of the reports of that Census. Another summary volume is *Personnel and Pay Rolls in Industry and Business, and Farm Personnel by Counties, 1935*, which includes employee and pay roll information for each county of the United States as collected by the 1935 censuses of agriculture, manufactures, and business.

The *Statistical Abstract of the United States*, compiled annually, contains the basic tables from census reports and many statistical tables issued by other governmental and non-governmental sources. *The World Almanac* likewise contains many of these statistics.

Several useful publications of the Bureau of Foreign and Domestic Commerce which also give data useful in measuring opportunity for employment will be found in depository libraries or may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D.C.: *Consumer Market Data Handbook*, *Industrial Market Data Handbook*, and *Market Research Sources, 1940*.

If the facts concerning the number of workers in each occupation in the community cannot be obtained from any of these

sources, the department of business education of the high school may wish to devise ways of financing the cost of having them compiled. If the school or city does not wish to pay for these data, one of the service clubs or the Chamber of Commerce may lend its support to this method of making available to youth and to teachers this U.S. Census information which is collected in every civil subdivision in the land. Since the proportion of fluctuation from census to census is significant for vocational guidance purposes, the U.S. Census data should be utilized even though some of it is out-of-date before it is published.

The 1940 Census of Population provides much more extensive and usable information about occupations than has ever before been assembled. The question asked in this Census concerning individual earnings makes possible the tabulation of information on average earnings in the various occupations. Some information has been hitherto available on the earnings in some occupations, but the 1940 Census provides for the first time a systematic and impartial presentation of wages or salary earnings during an entire year for most of the standard occupations.

A picture indicating the general relationship between education and occupational opportunity can be drawn from the combination of information on the highest grade of school completed, age, occupation, and amount of money, wages or salary, received in 1939.

For the first time, the data of the 1940 Census separate the employed and unemployed. The relative attractiveness of occupations and the stability of employment in the various fields of work may be evaluated from the standpoint of their conditions of employment as indicated by the number unemployed, the duration of unemployment, the hours and months worked. Data on months of employment during 1939 and hours worked during the week of March 24-30, 1940, provide measures of the number of persons whose work is only part time. This information, coupled with the relative number of persons in a given occupation who are unemployed, assists in determining which occupations are relatively overcrowded. In addition to observing the number and percentage of those seeking work in each of the occupational groups, it is possible to compare the distribution of workers over the major groups with the same type of distribution of those seeking employment.

This systematic presentation of identical facts concerning the



451 occupations will assist in evaluating opportunities, earnings, and trends and make the decennial report of the Census more indispensable than ever in career planning.

The broad fields of occupational activity follow certain major trends and, despite wars, economic recessions, and many apparent changes, the change from decade to decade is not so great as might be expected. Bringing these facts to the attention of youth will give him a firmer faith in the future and strengthen his hope that he may visualize future possibilities in the light of the past.

The 1940 occupation classification differs in many respects from that used in earlier censuses, but most of the standard, well-defined, and numerically large occupations in the 1930 Census classification are practically unchanged in the 1940 classification. The fact that the 1940 Census classification is convertible to the standard Convertibility List of Occupations increases greatly the comparability of decennial census occupation information with an increasing volume of current occupation statistics being collected by other agencies.

To give a comprehensive bird's-eye view of the world of work, exercises may be devised which will cause pupils to examine the data contained in the U.S. Census. The Census may be used as a panorama showing the nature and extent of occupational activity in the United States. In addition to giving the number of workers engaged in each occupation, it gives an awareness of the vast range of occupations. Furthermore, the Census acquaints pupils with unbiased information about a particular field, giving facts, rather than opinion, concerning progressive or regressive trends within various occupations.

The forward-looking youth wishes to plan for an expanding rather than a contracting field of work and will find significant data in the U.S. Census for studying trends in employment. Comparison of the relative numerical size of specific occupations over long periods of time will reveal occupations showing a tendency to growth or decrease, new occupations, occupational trends of women and of men, occupational trends of racial groups, and occupational trends in cities.

### ASSIGNMENTS FOR PUPILS

1. Select a class committee to prepare a "Census Treasure Hunt." Slips of paper, each bearing the name of one of the 451 occu-

positions in the 1940 Census classification, may be hidden about the mean. Groups may earn one point for finding a slip and two additional points for properly classifying the title into one of the twelve divisions of the 1940 Census occupation classification:

*Seventeenth Census of the United States: 1940*

1. Professional workers	2,381,592
2. Semiprofessional workers	463,456
3. Farmers and farm managers	5,143,614
4. Proprietors, managers, and officials, except farm	3,749,287
5. Clerical, sales, and kindred workers	7,517,630
6. Craftsmen, foremen, and kindred workers	5,055,722
7. Operatives and kindred workers	8,252,277
8. Domestic service workers	2,111,314
9. Protective service workers	681,534
10. Service workers, except domestic and protective	2,776,800
11. Farm laborers and farm foremen	3,090,010
12. Laborers, except farm and mine	3,064,128
Occupation not reported	378,719
Total workers employed	45,106,083

2. Examine the detailed occupation of employed persons, male and female, for the United States, by regions and formulate ten statements having significance for persons planning to prepare for the clerical occupations. Refer to [10] Volume III of Population Series, Table 53.

3. Examine the employment status of the experienced labor force in 1940 and the number of experienced persons seeking work in each of the major occupation groups. State causes which may have effected unemployment in specific major occupation groups and consider what changes may have occurred since 1940. Refer to [10] Volume III of Population Series, Table V.

4. Compute the median wage or salary income of workers in several occupations of interest to the class. That is, if salaries are known for 45 workers, figure the salary for the worker who ranks 23rd from the top or 23rd from the bottom — the worker in the middle, below which and above which one half of the salaries of the group range. Refer to data in [10] Volume III of Population Series, Tables 72 and 73.

5. Examine the employment status of the major industry groups in 1940 and the number of experienced persons seeking work in each of the groups. State causes which may have effected unemployment in specific industries and consider what changes may have occurred since 1940. Refer to data in [10] Volume III of Population Series, Table VI.

6. Examine the median age of persons employed in the occupations of interest to the class and state three conclusions drawn from

these data. Determine the occupations in which proportionately the greatest number of persons seventeen to twenty years of age have found employment. Refer to data in [10] Volume III of Population Series, Tables 65 and 66.

7. There are more blacksmiths and forgers than office machine operators in the United States; more clergymen than editors and reporters; more food store workers than bookkeepers and cashiers. Is this true of your city?

8. In the Summarizing Chart contained in the *Reader's Manual* accompanying the *Occupational Outlines*,\* the trend of employment for each of the 100 major occupations is labeled, "up," "down," or "stable." Compare the two latest U.S. Census data to determine the trend of the last decade.

9. Prepare a graph for your city and state showing the percentage distribution of gainfully occupied persons.

10. Prepare for publication in the school paper or for posting on the bulletin board some graphs showing the rise or fall of employment in specific occupations.

11. Study the Want Ads of your local newspaper for six issues of the current year and six issues of five years ago if available in the public library or elsewhere, and make a statistical summary. Compare with U.S. Census distribution of workers.

12. Prepare a summary of the major shifts of the past forty years in the types of work done and in the occupational and industrial grouping of the labor force of the United States, with an explanation of the technological advances which cause these shifts.

13. From the latest U.S. Census data, prepare a list of the one hundred occupations in which most people engage in your city and state.

14. Prepare a graph based on information given in [3] *Occupational Trends in the United States* which utilizes census data on occupations of the gainfully employed since 1870.

15. In how many ways can you present in *graphic* form the changing trends of employment of trained nurses, using the following information given in the Abstracts of the United States Census?

Trained Nurses 1910		Trained Nurses 1920		Trained Nurses 1930		Trained Nurses 1940	
Total:	82,327	Total:	149,128	Total:	294,189	Total:	353,786
Men:	5,819	Men:	5,464	Men:	5,452	Men:	7,509
Women:	76,508	Women:	143,664	Women:	288,737	Women:	348,277

How would you chart the temporary decrease in the employment of men? The increase in the employment of women? Represent these

\* Published by the Science Research Associates, Chicago.

data according to the pattern given in the Picture Fact Book, *Nurses At Work* (Harper).

16. Prepare a graph showing trends in some specific occupation over the last fifty years, using the U.S. Census reports or the decennial Abstracts of the Census of the United States.

17. Present in graphic form the changing trends of employment in some occupation, other than the one selected for assignment number 16, and compare with charts given in some occupational monograph or book.

18. Some of the textbooks for courses in occupational information contain a graph of changing proportions in major occupational groups from 1910 to 1930 for New York City and for the United States as a whole, taken from a booklet, [5] *Occupational Trends in New York City; Changes in the Distribution of Gainful Workers, 1900-1930*. Using this as an example, prepare a similar graph for your city and state, adding the 1940 census information.

19. According to the occupational distribution in the large cities reported in the 1930 Census, one thousand workers were distributed in the occupations in the proportion indicated below. Examine the 1940 Census and indicate the changes that have taken place in distribution per thousand.

15	were government officials and employees
18	were superintendents or managers
53	were in professions
146	were proprietors of business
167	were skilled mechanics
174	were in stores and offices
192	were in specialized factory work
235	were doing manual labor
1000	Total

20. Examine the statistics for the 451 occupations in the 1940 Census and prepare graphs showing:

- The ten occupations in which most persons are engaged in your district.
- The ten occupations in which the most men are engaged.
- The ten occupations in which the most women are engaged.
- The ten occupations in which the fewest men are engaged.
- The ten occupations in which the fewest women are engaged.

21. List the ten occupations that appeal to you as a lifework. Consult the 1940 Census to determine which of the four sections of the United States employ the greatest number in each type of work. For example: Designers — Northeastern States.

22. Present in graphic form the changing trends of employment

of clerical workers and explain the changing conditions that cause certain groups to wax and wane:

NUMBER OF GAINFUL WORKERS IN CLERICAL  
OCCUPATIONS, 1870-1940

	<i>Bookkeepers, Cashiers, and Accountants</i>	<i>Clerks (except in stores)</i>	<i>Messengers, Errand and Office Boys and Girls</i>	<i>Stenographers and Typists</i>	<i>Totals</i>
1870	61,740	241,432	8,717	.....	311,889
1880	105,575	396,810	13,985	14,713	531,083
1890	159,374	586,164	51,355	33,418	830,311
1900	254,880	696,338	71,622	112,364	1,135,204
1910	486,700	720,498	108,035	316,693	1,631,926
1920	734,688	1,487,905	113,022	615,154	2,950,769
1930	930,648	1,997,000	90,379	811,190	3,829,217
1940	856,448	1,934,027	54,360	1,056,886	3,901,721

23. Explain the basic social and economic factors which have caused the following resulting declines or increases during the ten year period April 1, 1930, to April 1, 1940:

- The population of the United States increased from 122,775,000 to 131,669,000 or by 8,894,000, while the number of workers fourteen years old and over increased from 48,595,000 in 1930 to 52,841,000 in 1940 or only 4,246,000.
- The number of workers 65 years of age and over declined from 2,205,000 in 1930 to 2,089,000 in 1940, a decline of 5.3 per cent, and the number of workers from 14 to 19 years of age declined from 4,453,000 in 1930 to 3,957,000 in 1940, a decline of 11.1 per cent.
- The total population increased by only 8,894,000, while the number of persons 14 years old and over increased by 11,872,000, and the number of workers 14 years old and over increased only 4,246,000.
- The increase in the labor force which occurred during the past decade occurred among workers 20 to 64 years of age. In this age class, the number of workers increased by 11.7 per cent, a rate of increase considerably above that of the total population. What condition does this reflect?

24. Refer to the latest Census report and calculate the number of workers whose work may include the following types of tasks:

- Dealing with the public to give information or service, or in other business situations.

- (k) Dealing with the public to effect sales.
- (l) Composition or editing of written reports and letters.
- (m) Computing and compiling mathematical and statistical data.
- (n) Recording or transcribing of business data, including figures.
- (o) Typing and stenography.
- (p) Systematizing of written communications or records.
- (q) Routing of products or communications.
- (r) Transmittal and delivery of communications.

25. Compare the relative valuations placed on various office positions as indicated by the salary reports of the 1940 Census. Compare salary scales between regions. Point out the relative rates paid file clerks, stenographers, and bookkeeping machine operators. Make an analysis of the numbers of people in the various office occupations. Formulate other deductions and comparisons with present statistics, such as the following:

WAGE OR SALARY INCOME OF PERSONS WHO WORKED  
12 MONTHS IN 1939 COMPILED FROM DATA  
CONTAINED IN TABLE 72 [10]  
Number of Persons Reporting Salaries

	\$0 to \$999	\$1000 to \$1999	\$2000 to \$2999	\$3000 to \$3999	Over \$4000
Bookkeepers, accountants, cashiers, and ticket agents	228,000	182,000	161,000	104,000	50,000
Clerical, sales, and kindred workers	2,000,000	1,433,000	1,188,000	740,000	276,000
Office machine operators	14,000	22,000	9,000	700	93
Other clerical workers	413,000	410,000	416,000	231,000	43,000
Professional and semi-professional workers	692,000	225,000	306,000	302,000	275,000
Stenographers, typists, and secretaries	208,000	295,000	167,000	37,000	11,000
Heretofore engineers	1,635	2,041	7,824	15,159	20,061

26. Examine the U.S. Census data for your community and your state and propose other problems or assignments which you could prepare for your particular community or for some special occupation.

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## VI

### The Dictionary of Occupational Titles

IN order to lead each boy and girl to think realistically concerning his choice of a vocation and to make constructive plans for the future, the *Dictionary of Occupational Titles* is one of the tools which a teacher of business subjects will find helpful. As in the case of the United States Census, exercises dealing in the classification of occupations give pupils a comprehensive overview of occupational activity.

A source of occupational information easily referred to is the [1] *Dictionary of Occupational Titles*. This publication contains concise definitions of 17,452 separate occupations. A 1944 supplement to the *Dictionary* contains titles of 4201 additional occupations, making a total of 21,653 occupations defined. The brief definitions are written in terms of the duties performed on the jobs and are very useful in standardizing terminology.

An example of the description of work performed may be found in the definition of Billing Clerk:

Billing Clerk (clerical). (I) See Billing-Machine Operator. — (II) bill clerk, bill writer; biller; bill-preparation clerk; charge clerk; charger. 1-18 82.

Prepares statements, bills, and invoices, by hand or on a typewriter, to be sent to customers, showing an itemized account of the amount they owe, obtaining information from purchase orders, sales, and charge slips, or from other records; addresses envelopes and inserts bills preparatory to mailing; checks billings with accounts receivable ledger and may post receipts of money received to the proper account. May keep a file of the customers' accounts. May calculate amounts to be placed on the bills, and may check the calculations copied from records. May operate a calculating machine.

In addition to giving accurate and uniform definitions of the enormous number of occupations, the *Dictionary* will show pupils the number and variety of occupations that exist and will draw attention to the enormous size of the list of jobs coded in the U.S. Employment Service. It also will give an idea of the many different types of positions which may be handled by a worker with



a specific skill. A second volume, *Group Arrangement of Occupational Titles and Codes*, contains lists of all the job titles, arranged according to their occupational code numbers. As the code numbers reflect the characteristics of the jobs, those occupations that require similar training, abilities, and other qualifications are grouped together.

Based on direct observations and job analyses, the definitions in the *Dictionary* constitute reliable and accurate information. The definitions were prepared by the Occupational Research Program conducted by the Division of Standards and Research of the United States Bureau of Employment Security, based on 54,189 job-analysis schedules. Each of these schedules contains a detailed description of a particular job in American industry or business, as observed in actual operation by a specially trained job analyst. From these the job definitions were formulated to give a short statement of the work performed. Consequently, the *Dictionary* may be supplemented by the series of *Job Descriptions* (pp. 91-92) for securing detailed description of the duties and qualifications. These may be consulted in any of the 4,500 branch offices of the U.S. Employment Service.

The *Dictionary* defines jobs ranging from cost accountant to minstrel, from actress to statistician, from clergyman to screen cartoonist, and from judge to merry-go-round operator. The occupations are classified into seven major groups, which in turn are divided into divisions and subdivisions. Code numbers are assigned to each occupation up to six digits. The first digit represents the general classification: zero for professional and managerial occupations, 1 for clerical and sales occupations, 2 for service occupations, 3 for agricultural, fishery, and forestry occupations, 4 and 5 for skilled occupations, 6 and 7 for semiskilled, and 8 and 9 for unskilled. Subsequent digits indicate progressively more limited groups and, consequently, closer occupational relationships. For example, 1-37.18 stands for court reporter. The "1" symbolizes the broad occupational group of clerical and sales workers. The next two digits, 37, indicate that the worker is a stenographer. The 18 identifies his specific job, which is court reporting.

The job analyses disclosed the fact that jobs run in families and paved the way for the employment technique, the job-family study, which cuts across industrial lines to select related jobs in other industries. A job family is a constellation of occupations

grouped together on the basis of various job or worker characteristics which they have in common. A job family reveals information which is useful in vocational advisement. It suggests a group of related occupations for which a person may be partially qualified because of his past experience or for which he may receive basic training. It also suggests the type of training which may be taken by an individual in order for him to learn the basic duties of a large group of occupations [5].

Although the *Dictionary* defines 21,653 job titles, not all of the occupations are included; for example: archivist, bronchoscopist, disease, geomorphologist, hydrographer, muralist, philologist, orientalist, otologist, penologist, pharmacologist. A class may search for other missing occupational titles. If they are not listed in the Appendix I, *Alphabetical List of Undefined Titles*, a class may be interested in sending them to the United States Employment Service Division of the Bureau of Employment Security with the suggestion that they be included in the revised edition.

Some of the uses of the *Dictionary* may be suggested by a perusal of the leaflet prepared by the Occupational Information and Guidance Service of the Office of Education entitled [8] *The Occupational Dictionary as a Tool in Vocational Guidance Work*. It is possible to arrange a clipping and pamphlet file, with folders classified, coded, and arranged according to the system presented.

The following exercises have been found useful to give pupils an awareness of the wide range of occupational activities and to widen their information on clerical and other occupations:

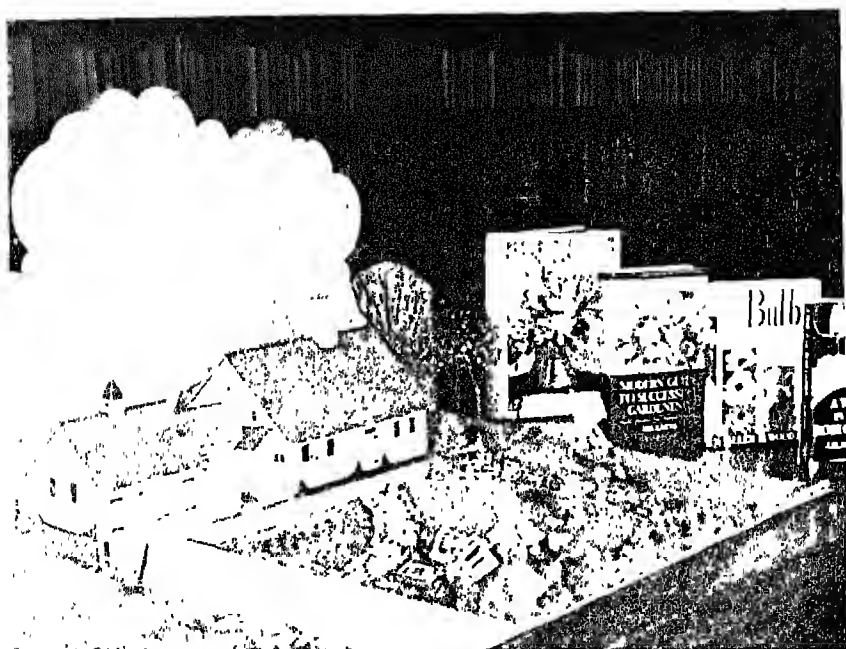
### ASSIGNMENTS FOR PUPILS

1. Conduct an *Information, Please* or *Professor Quiz* program based on the *Dictionary of Occupational Titles*.

2. Under clerical and sales occupations, the *Dictionary of Occupational Titles* lists almost 1,800 kinds of jobs. It lists 635 specific job titles in the clerical occupations, 524 occupations in the retail trade, 171 in the wholesale trade, 238 in insurance which are clerical and sales positions, and 210 added in the supplement. If these are grouped into families of occupations, or broad occupational fields, some of the families may be listed as stenographic and secretarial, accounting and bookkeeping, machine calculation, general clerical, office management, retail selling in department stores, specialty stores, food stores, in addition to advertising and marketing research. What other grouping do you suggest? Would the following clerical occupa-



9. Book display arranged around a central theme, with an attention-getting slogan and effective symbolism. Hershey Industrial School, Hershey, Pennsylvania. (P. 44)



10. Exhibit combined with book display Houghville Branch, Public Library, Indianapolis. (P. 44)



11. Using an occupational pamphlet file in the stenography room to arrange interesting bulletin board displays. West Bend, Wisconsin. (P. 47)

12. Captions remain but pupils' committees staple new material on posters each week. West Bend, Wisconsin. (P. 47)



tions belong to a broad "family" of occupations which make similar demands upon workers: mail clerk, shipping clerk, store clerk, and office boy?

3. Find what the following workers do: banner man, barker, blister rubber, blow-off man, bone puller, cat skinner, choker, collator, crooner, culture man, flathead, frog shaker, fur blower, gambrelor, hammer man, hotstuff man, joiner, longshoreman, matcher operator, moocher, necker, nester, nicker, ripper, runner, sand smeller, screen ape, sculler, skidder, smasher, smearer, skimmer, skiver, smeller, smoke chaser, snaker, snout saver, snow man, sponger, spud setter, take-off girl, tack spitter, wrinkle chaser, zigzag edger, and zoogler.

4. Find what is the alternate title given in the *Dictionary* for: attorney, billing clerk, booking clerk, bookkeeping-machine operator, coach, coder, file clerk, fruit sprayer, hair stylist, key punch operator, pediodontist, snipper, statistical clerk, stuffing clerk, teacher, telegrapher, traffic clerk, and transcriber typist.

5. Select an occupation and refer to the *Dictionary* to see how many kinds of jobs there are in that field.

6. Arrange a clipping and pamphlet file with folders classified, coded, and arranged according to the subject classification followed in Volume II, *Titles and Codes*, if your file has not been started according to another system; consider the advantages and disadvantages of the present organization of your file.

7. Give the job definitions for three kinds of work which you have observed on visits to places of employment.

8. Find the code classifications for ten jobs for which the courses you are now taking give preparation.

9. For three kinds of work which you have observed in motion pictures, find the names of the jobs and the industrial designations, or the industries in which the jobs are found.

10. Determine how many of the 130 industries represented in the *Dictionary* require workers in the occupations you are preparing to enter.

11. Inspect the list of 367 occupations essential to national defense given in the November 1940 issue of *Occupations, the Vocational Guidance Magazine*, pages 121-24, and with the help of the *Dictionary of Occupational Titles* and other sources prepare a brief definition of one occupation unfamiliar to you. So that each member of the class may report on an occupation, without duplication of titles, students may sign their names opposite the occupation selected.

12. Learn what is the highly skilled professional work of the following: acoustician, aerographer, aerologist, aerophotographer, agronomist, anatomist, anesthetist, anthropologist, archaeologist, aurist, bacteriologist, ceramist, cinematographist, cryptanalyst, cryptographer, cytologist, dermatologist, ecologist, entomologist, ethnologist, etymolo-

gist, genealogist, genealogist, gematruclian, gerontologist, horticulturist, ichthyologist, latynologist, malanologist, metallurgist, meteorologist, microscopist, mineralogist, oceanographer, ophthalmologist, optometrist, ornithologist, orthodontist, osteopath, paleontologist, pathologist, pediatrician, periodontist, pharmacognosist, philatelist, radiologist, rhinologist, roentgenologist, skiagrapher, and zoologist.

13. Find into what major occupational groups and divisions the following job titles fall: aviator, bill-of-lading clerk, card-sorting-machine operator, check-in man, court reporter, elevator operator, draftsman, envelope-sealer operator, filling station attendant, fireman, fisherman, foreign clerk, fruit grader and packer, newsboy, nursemaid, pneumatic-tube operator, power station operator, secretary to chief of police, ship pilot, survey worker, ship steward, stenotypist, taxi driver, telegraph messenger, telephone operator, and toolmaker.

14. Use the *Dictionary* in connection with the assignment on inter-relationships among occupations, pages 272 and 275.

15. Prepare a dramatic skit which includes the use of job titles found in the *Dictionary*.

16. Referring to the *Dictionary of Occupational Titles*, give the job titles of the workers who use the following office equipment:

(a) Computation and Preparation of Accounting Records

Accounting machine (alphabetic)	Coin-counting device
Adding machine	Combination register
Adding-machine	Computing scales
Autographic register	Credit register
Billing-bookkeeping machine	Duplicating machine
Billing machine	Ledger desk
Bookkeeping machine (flat-bed)	Ledger tray
Calculating machine	Numerical card-punch
Calculation rules	Sorting machine (horizontal)
Calculating systems	Statement machine
Card-punch machine (alphabetic)	Tabulating machine
Card-punch machine (numeric)	Time-recording devices
Cash register	Typewriter
Coin-changing device	

(b) Correspondence, Mailing, and Shipping

Addressing machine	Inserting machine
Autographic register	Label-pasting machine
Carrier and conveyor system	Letter guides
Dating machine	Letter opener
Dictating machine	Mailing machine
Dicto machine	Marking machine
Duplicating machine	Multigraph
Electronic typewriter	Multilith
Envelope feeder	Mimeograph
Folding machine	Mimescope
Graphotype	Numbering machine

Package-typing machine  
Parcel-post machine  
Permut machine  
Photostat  
Postal scales  
Piecanceled stamp machine  
Rexograph  
Sealing machine  
Shaving machine  
Stamp affixer

Stencil burnisher  
Stencil-cutting machine  
Stenotype  
Strapping machine  
Stylus  
Time stamp  
Transcribing machine  
Typewriter  
Typing aids  
Vanityper

#### (c) Handling of Money

Cash register  
Check protectors, certifiers, cancellers, endorsers, and signers  
Coin-changing device  
Coin-counting machine  
Coin-handling device  
Combination register  
Counterfeit coin detection machine

#### (d) Filing

Credit register	Filing supplies
Filing cabinet	Filing systems
Filing and finding devices	Visible record systems

#### (e) Communication and Intercommunication

Autographic register	Paper punch
Blueprint machine	Photostat
Carrier and conveyor system	Switchboard
Credit authorization devices	Telegraphic typewriter
Dating and numbering machine	Telephone
Duplicating system	Teletype
Electric alarm system	Typewriter
Electric paging system	Visible records
Paper cutter	

17. From the list of clerical occupations in the 1942 *Supplement to the Dictionary*, select five titles which may be inserted in the drama at the end of this chapter.

18. Compare the general classification system used in the *Dictionary* with the classification used by the United States Census.

19. Supplement the use of the *Dictionary of Occupational Titles* with the series of "Job Descriptions" (pp 91-92) in the same occupational field. From the *Dictionary* obtain the concise definition of the occupation. By means of the index in the proper volume of "Job Descriptions," locate the detailed description of the duties, qualifications, and other factors concerning the particular occupation. Select the fifteen or twenty currently active occupations in your community and follow through this procedure with both *Dictionary* and *Job Descriptions*.

20. Adapt a game to an exercise entitled, "Occupations, Please." Divide the class into groups and supply each group with a chart and a copy of the *Dictionary of Occupational Titles*. The object is to fill in spaces by giving names of jobs beginning with the letter at the top of each column and in the particular field indicated at the left of the chart. The group having the most spaces filled at the end of fifteen minutes will be allowed to conduct another type of an "Occupations, Please" program. Following is an example:

### OCCUPATIONS, PLEASE

	T	A	B
<i>Professional and Managerial Occupations</i>	Title writer Trained nurse	Accountant Artist	Biographer Biologist
<i>Clerical and Sales Occupations</i>	Typist Tabulating machine operator	Accounting clerk Audit clerk	Bookkeeper Bank reconciliation clerk
<i>Service Occupations</i>	Ticket attendant Tourist camp attendant	Armed guard Accident prevention squad patrolman	Barber Beautician
<i>Agricultural, Fishery, Forestry &amp; Kindred Occupations</i>	Turkey raiser Tree pruner Truck gardener	Aquarist Angler Apple grower	Berry grower Beekeeper Bulb grower
<i>Skilled Occupations</i>	Typographer Trolley operator	American-cheese maker Ad compositor	Bookbinder Baker
<i>Semi-skilled Occupations</i>	Truck driver Threader	Acid man assembler	Band boy Butter cutter
<i>Unskilled Occupations</i>	Tool-kit packer	Air-motor man Ashman	Bottle washer Belt molder

21. Conduct variations of "Occupations, Please" under the leadership of the group winning the foregoing exercise, using the following as examples:

(a) Name four songs that mention occupations, such as:

- "I've Been Working on the Railroad"
- "The Man on the Flying Trapeze"
- "Three Fishermen"
- "The Band Played On"



(b) Repeat three nursery rhymes which mention vocations, such as:

"The House That Jack Built"	(Builder)
"Tom, Tom, the Piper's Son"	(Musician)
"Mary, Mary, Quite Contrary"	(Gardener)
"Old Woman Who Lived in a Shoe"	(Housewife)
"There Was a Jolly Miller"	(Miller)
"Little Boy Blue"	(Sheep Herder)
"Sing a Song of Sixpence"	(Maid)
"Dr. Foster Went to Gloster"	(Doctor)
"Barber, Barber, Shave a Pig"	(Barber)

(c) Mention titles of five books or stories that describe jobs or careers, as for example:

<i>Arrowsmith</i>	(Physician)
<i>The Little Minister</i>	(Minister)
<i>Showboat</i>	(Actress)
<i>I Like Diving</i>	(Diver)

(d) Name titles of three movies describing occupations.

(e) Name three radio programs dealing with occupations.

22. Using the *Dictionary of Occupational Titles* and other books, such as *Careers for Women*, *Vocations for Girls*, *Vocations for Boys*, and *Jobs for Girls*, tabulate in separate columns the types of offices in which secretaries, stenographers, or bookkeepers work; for example:

#### TYPES OF OFFICES IN WHICH STENOGRAPHERS WORK

Advertising agencies	Landscape architects' offices
Army headquarters	Lawyers' offices
Banks	Libraries
Book publishing houses	Life insurance companies
Clubs	Naval headquarters
Department stores	Newspaper and printing offices
Electric light-and-power plants	Magazine publishing houses
Engineering firms	Manufacturing companies
Express companies	Motion-picture companies
Export companies	Museums
Garages	Public service offices
Government offices	Publishing and engraving firms
Health agencies	Radio agencies
Hospitals	Railroad companies
Hotels	Real estate firms
Industrial scientists' offices	Recreation centers
Investment companies	Research bureaus

Retail stores	Transportation companies
Schools and colleges	Warehouses and cold-storage plants
Social welfare organizations	Wholesale houses
Telephone and telegraph companies	

23. Plan the details of a contest with three pupils at the black-board, each representing one of the four classifications of clerical and sales work, computing work, recording work, general clerical work, and public contact work.\* As class members give names of occupations, one point is scored if one of the three at the board correctly claims it for his list and a point is deducted if incorrectly claimed. Name occupations from the United States Census and use the code numbers in the *Dictionary of Occupational Titles* to check the classification.

24. Explain the work of the business and clerical workers named below and give possible reasons for the various salaries announced in the United States Civil Service *Employment Opportunities*, April 1944:

#### CLERICAL AND OFFICE MACHINE

Addressograph Operator, \$1260 and \$1440  
 Alphabetic Card-punch Operator, \$1260  
 Arithmetic Clerk, \$1620 and \$1800  
 Blueprint Operator, \$1440  
 Bookkeeping Machine Operator, Senior, \$1620  
 Calculating Machine Operator, Junior, \$1440  
 Graphotype Operator, \$1260  
 Horizontal Sorting Machine Operator, \$1260  
 Mimeograph Operator, \$1260  
 Multigraph Operator, Junior, \$1440  
 Multilith Cameraman-Platemaker, \$1620  
 Multilith Press Operator, \$1440  
 Photostat Operator, \$1440  
 Repairman, Office Appliance, \$1860  
 Stenographer, Junior, \$1440  
 Tabulating Equipment Operator, \$1620 to \$2000  
 Tabulating Machine Operator, \$1260 and \$1440  
 Teletype Operator, \$1440 and \$1620  
 Typist, Junior, \$1260 and \$1440

#### BUSINESS AND ECONOMICS

Accountant, and Auditor, \$2600 and \$6500  
 Accounting and Auditing Assistant, \$2000

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\* *Dictionary of Occupational Titles, Part IV. Entry-Occupational Classification*  
 p. 54 U. S. Government Printing Office, 1941.

Analysts, Business and Industry, \$2000 to \$6500  
Economist, and Economic Analyst, \$2600 to \$6500  
Freight Rate Clerk, \$2300 and \$2600  
Passenger Rate Clerk, \$2300 and \$2600  
Statistician, \$2600 to \$6500  
Traffic and Transportation Specialist, \$2600 to \$6500

25. Present a dramatization of the following:

DRAMATIC SKETCH BASED ON  
*The Dictionary of Occupational Titles*

SCENE — A business office

*Mr. J. P. Klein is sitting at his desk, center, with chair at his right. Telephones, typewriters, etc., are distributed about. Knock is heard at the door and a dejected-looking young worker enters, hat in hand. Mr. Klein nods at the chair at his right and James, the worker, slumps into it.*

KLEIN. What's the matter, James? Did the Brooklyn Dodgers lose again today?

JAMES. Well, no, Mr. Klein, but I'm looking for an office job and I don't want just to sit around and look at files and sharpen pencils and empty wastebaskets all day.

KLEIN. Well, there's lots more to office work than emptying baskets and sharpening pencils and looking at files.

JAMES. Oh, is there? I'd like to see. A file clerk is a file clerk and that's all there is to it.

KLEIN. Yes, a file clerk is a file clerk, but there are also budget clerks, expense clerks, road clerks, advice clerks, coding clerks, recording clerks, reconciliation clerks, pull clerks, lost-and-found clerks, rate clerks, demurrage clerks, and one man calls himself a "take-it-on-the-chin" clerk.

JAMES. A what?

KLEIN. A "take-it-on-the-chin" man — complaint clerk.

JAMES. Oh!

KLEIN. Did you know that in addition to the various kinds of clerks, there are 1700 other kinds of occupations in an office, listed under "clerical and kindred occupations"?

JAMES. Sounds pretty "routinish" and dull to me! Certainly not very exciting.

KLEIN. Oh, no? James, let me introduce you to our cage man — he'll tell you about excitement.

JAMES. Cage man? In an office? Sounds like a circus.

*(Enter a very attractive girl who saunters over to the files with papers in her hand and starts checking but not before casting a big smile in James' direction.)*

JAMES. Who's she?

KLEIN. Why, she's an O.K. clerk.

JAMES. Oh boy, is she! And how! *(Exit girl, followed by James' little-boyish whistle.)*

*(Enter Stock Clerk, very much excited.)*

STOCK CLERK. Oh, Mr. Klein, we just received a wire from our poster in Boston. He reports that the stock of our merchandise is very low and he wants you to rush all shipments.

*(Enter Mail Clerk.)*

MAIL CLERK. Mr. Klein, who can help the envelope stuffers for an hour? We're swamped!

KLEIN. Ask Miss Allen if the mail slicers, card pullers, posters, checkers, posting machine operators, and coding clerks can be spared now.

MAIL CLERK. Thank you, Mr. Klein. I will. *(Exit.)*

*Note:* For added interest one might shift to this scene and have a school chorus sing at this point while they work. See page 87 for song.

KLEIN. Now, what are you standing there for? Call up the perpetual inventory clerk and other stockroom record clerks. Have them clear the boxes. Send a runner down to the curb. Tell him to check with the board boy. Put six rush men on the job. Call up the guest history man at the Hotel New Yorker and have him get our salesmen's itineraries for the next three weeks — and hurry! No molasses!

STOCK CLERK. Yes, sir! Yes, sir! No molasses! *(Exit quickly.)*

JAMES. Wow! What was all that? What's no molasses?

KLEIN. My dear young fellow, "No molasses" means around here "We want speed," and if you spent one half as much time on the *Occupational Dictionary* as you do on "Superman" and "Terry and the Pirates," you'd know that there were six distinct clerical occupations named in that last little speech of mine.

JAMES. *(Looking stunned.)* Really — six?

KLEIN. Opportunities for office work are getting bigger and better every day. Why, there are now over four million clerical workers,

whereas in 1910 there were only one and a half million. Between 1920 and 1940 the field of clerical work has grown more than any other occupational group; the number of workers has increased by almost a third, an addition of a million workers. In fact, this rapid growth means that about three hundred new clerical workers get positions every day — about sixty every hour — one every minute!

JAMES. There does seem to be gold in "them thar hills." (*Laughs*) I did see a raft of ads in the Sunday paper and for some queer-sounding jobs. Here's one for a stencil-cancelation clerk. What's that?

KLEIN. Have you tried using the *Occupational Dictionary*, young man? You know, Mr. Webster hasn't quite "cornered the market" on dictionaries. (*Reaches for dictionary on desk.*) Let's see what the *Dictionary* says: (*Opens dictionary and reads.*)

Stencil-cancelation clerk. A file clerk II who performs all necessary routine in canceling incorrect or out-of-date plates or stencils used in an addressing machine; checks address lists and change of address forms with data on plates or stencils in active file, removing those which are incorrect; places in dead or inactive file those plates or stencils relating to customers who have closed their accounts or who have moved out of the territory. May make up new plates.

JAMES. Yes — I see. (*Wonderment in voice at dawning of knowledge.*) Here's an ad for a stubber. Do you think I would make a good stubber, Mr. Klein?

KLEIN. Let's see. (*Turning pages of Dictionary. Reading definition.*)

Stubber. Receives packages from router (clerical) and detaches sales-slip stubs so store office will have a record of the deliveries; marks identification number on both sales-slip, stub, and package with pencil, if router (clerical) has not done this.

JAMES. That book sure has the answers. What does it say about a key-punch operator? And a billing checker, billing clerk, billing machine operator?

KLEIN. (*Reading. Mumbles "Billings" as he locates part to read.*)

Key-punch operator. Records accounting and statistical data on tabulating cards by punching a series of holes in the cards in a specified sequence, using a punch machine similar in operation and action to a typewriter; places card on base of machine by hand or automatically by pressing a lever, and positions carriage for perforating operation; following written information on records, punches corresponding numbers or symbols on the machine key-

board, thereby transcribing the written information into perforations on the tabulating cards.

**Billing checker**—A clerk who examines the billings on invoices and ledger sheets to ascertain whether proper amounts have been charged to the correct accounts; checks bill or statement against sales ticket or purchase order to determine whether name, address, quantity, unit price, total sales, and other items are correct.

*(Enter the Secretary.)*

**SECRETARY**—Mr. Klein, I simply can't get out spotters to find new prospects for our advance bulletin and I don't know what to do because we're already a week late.

**KLEIN**—Call up the morgue keeper and see if you can discover any leads in the dead file and then hire some stuffers and sorters and go to work. I'll have some trouble shooters clean up that hitch with the addressograph and I'll put the mail slicers directly under your orders.

**SECRETARY**—Oh, thank you, Mr. Klein. That will be just fine. *(Exit.)*

**JAMES**—*(Laughs.)* Your instructions sounded like "jive," Mr. Klein. What did she mean would be just fine?

**KLEIN**—*(Rising and placing a red book in James' hands.)* Look here, young fellow, you just go to work on this thing and in five minutes you'll know what I was talking about. In Volume II, *Titles and Codes*, on the table here, pages 21 to 36, are listed occupations concerned with the preparation, transcribing, transferring, systematizing, or preserving of written communications and records in offices, shops, and other places of work where such functions are performed. This Volume I contains definitions of over 17,000 jobs, prepared by the United States Employment Service for the use of the public employment offices and related vocational services. Furthermore, don't ever let me hear you say that there's nothing more to clerical work than looking at files and emptying wastebaskets.

**JAMES**—Oh, no, sir! Thank you for the books. *(Taking books and starting to leave.)* Well *(opening Dictionary and starting to read)*, if I can't find an office job from all these listed here, I'll bet the Dodgers don't win the pennant.

*(CURTAIN)*

*(Spoken in unison):*

Aesop of old was a wise old man  
He gathered morals as anyone can.  
It seems to us in this simple play

That many a clerk can make his way  
Toward fame and fortune with some good firm  
If he strives to climb and tries to learn.  
Any clerk's job, like the small acorn,  
Presents opportunities, night and morn.  
And just as acorns grow to be large oaks  
Many young clerks become important folks!

*Song to be inserted in dialogue.* To the tune of "Merrily We Roll Along."  
Each clerical worker sings one verse as he or she fills the envelopes,  
pastes, stacks, or stamps them, etc. All voices join in the last line  
of each verse.

*(Pantomime filling envelopes):*

We are stuffing envelopes, envelopes, envelopes.  
We are stuffing envelopes,  
While we work so merrily. (*Turn around in unison like chorus at end of  
each verse.*)

*(Pointing out right and left with arms):*

They'll be sent out far and wide, far and wide, far and wide,  
They'll be sent out far and wide,  
If we work on merrily. (*Reverse, turn around.*)

*(Pounding fists together emphatically like salesman):*

Every firm must sell what it makes, sell what it makes, sell what it  
makes,  
Every firm must sell what it makes,  
While we work on merrily.

*(In a large circle rhythmically dancing).*

It takes lots of clerks to make a place go, make a place go, make a  
place go,  
It takes lots of clerks to make a place go,  
So we all work merrily.  
Every one has a special job, a special job, a special job,  
Every one has a special job,  
As we all work merrily.

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2. "Fun with Job Titles." *Vocational Trends*, pp. A-D. January 1944.
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## VII

### Other Government Aids in Vocational Guidance

GOVERNMENT agencies in a democracy aim to disseminate widely the facts concerning the various occupations and constantly seek to find and make known the way in which, under the existing legal and social order, every individual may have the opportunity equal to his ability, skill, and energy. The services of government agencies are not limited to furnishing aids for giving pupils an overview of vocational activity, but as that is one of their functions, they will be discussed here.

#### *Aids from the United States Office of Education*

The United States Office of Education established an Occupational Information and Guidance Service in 1938. As described by the Commissioner of Education: [6] "The emphasis of the Service will be placed upon co-operation with state and local authorities in making occupational information and guidance really function in the education of boys and girls, youth and adults, in city and country. The Office of Education hopes thereby to render an important service in the further development of a movement which the laws of economics and sociology seem to indicate can no longer be denied as one of the essentials in any modern program of education."

Where guidance programs already exist, this Service offers its facilities in all efforts to extend and improve such programs. Where organized programs do not exist, the Service, in co-operation with local and state authorities, will aid in developing guidance programs appropriate to specific needs. The Service promotes no specific pattern of guidance, but it serves as a clearinghouse for occupational information which is adapted to school use, and it encourages the adoption of programs which seem most practicable under local conditions. The Service also offers its advice and assistance to the states which desire to inaugurate state programs of vocational and educational guidance under the Smith-Hughes and George-Deen acts. Inquiries from professional workers and school officials are given individual attention.

Following the policy of studying and reporting upon various

plans of organization and administration now in existence in order to augment and correlate the efforts of the various national, state, and local organizations, the Service published the booklet, [5] *Occupational Information and Guidance; Organization and Administration*, giving a description of twenty-nine state guidance practices and twenty-one city school programs of occupational information and guidance.

A series of monographs and mimeographed aids in the form of references and bibliographies has been prepared to answer inquiries from schools. Many of them are reading lists recommended for giving pupils the bird's-eye view of the occupational world. The following are now available without charge from the Occupational Information and Guidance Service, U.S. Office of Education, Washington, D.C.:

#### VOCATIONAL GUIDANCE MATERIALS

- Bibliographies on Occupational Information and Guidance. 1941
- Bibliography. Books on Job Finding. 1941
- Bibliography. Choosing a School or College. 1940
- Bibliography. A Guidance Bookshelf on Occupations. 1941
- Bibliography. Programs of Guidance. 1939
- Bibliography. Trends in Occupations and Vocations. 1940
- Manual for Occupational Studies Leaflet. 1941
- Occupational Information and Guidance Service. 1941-1942
- Public 347, 64th Congress. An Act to Provide for the Promotion of Vocational Education. (Smith-Hughes) 1917
- Public 673, 73rd Congress. An Act to Provide for the Further Development of Vocational Education in the Several States and Territories. (George-Deen.) 1936
- A Source File in Vocational Guidance. 1940
- Steps in a Community Occupational Survey. 1941
- Student Loan Funds. 1938
- Two Hundred Sources of Pamphlet Materials on Occupations. 1941

In addition to the above free materials, the Office of Education has prepared a number of publications, useful in vocational and educational guidance, which may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D.C. If 100 booklets are ordered, there is a 25% discount. They are reliable, up-to-date, and inexpensive sources of information.

- Community Occupational Surveys. 1942. 25¢
- Guidance Bibliography, 1935. 10¢. Guidance Bibliography, 1936. 10¢

- Guidance Leaflets; a series of 19 career monographs. 5¢ each  
 Law, medicine, dentistry, journalism, librarianship, architecture,  
 civil engineering, electrical engineering, mechanical engineering,  
 pharmacy, nursing, forestry, music, veterinary medicine, chemistry  
 and chemical engineering, art, home economics, optometry, and  
 osteopathy.
- Guidance Programs for Rural High Schools. 1940. 10¢
- The Individual Inventory in Guidance Programs in Secondary  
 Schools. 1941. 15¢
- Minimum Essentials of the Individual Inventory in Guidance. 1941.  
 15¢
- Occupational Information and Guidance. Organization and Ad-  
 ministration. 1940. 25¢
- Occupational Information and Guidance Bibliography, 1937-1938.  
 1941. 55¢
- Occupational Information and Guidance Bibliography, 1939. 1941.  
 40¢
- References and Related Information on Vocational Guidance for Girls  
 and Women. 1941. 25¢
- Working Your Way Through College. 1940. 20¢

Another government agency the researches of which are useful in vocational guidance is the Bureau of Employment Security. It has prepared a *Currently Active Occupations Series* for the use of the interviewers in the public employment offices. No provision has been made for their general distribution but all local employment offices have copies of these recruitment data, and school advisers could refer to these data in the respective local public employment offices. These leaflets give registration and placement factors, classification data, sources of workers, and factors in selecting trainees.

The Occupational Analysis Section of the U.S. Employment Service, Bureau of Employment Security, Social Security Board, has analyzed jobs in various industries throughout the country. Job descriptions have been prepared for use in the public employment agencies, giving a realistic picture of each job in terms of the exact operations which the worker performs; the material, machinery, and tools he uses; and the education, experience, and training he must possess in order to qualify for employment in the occupations found in the given industries.

A volume of job descriptions for office occupations, describing general clerical occupations that are not peculiar to any one industry, is in preparation. These job descriptions are available

through the office of the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., at prices given below.

Bakery Products Industry. 1 volume.	\$1.00
Cement, Hygiene, and Pressing Industry. 1 volume.	1.00
Construction Industry. 5 volumes.	5.75
Domestic Service and Personal Service. 1 volume.	1.00
Garment Manufacturing Industry. 1 volume.	1.00
Hotels and Restaurants. 2 volumes.	2.00
Industrial Service and Maintenance Occupations	1.50
Job Boundaries. 1 volume.	1.25
Job Machine Shops. 1 volume.	.75
Laundry Industry. 1 volume.	1.25
Lumber and Lumber Products Industries. 1 volume.	1.25
Retail Trade. 3 volumes.	3.00
Automobile Manufacturing Industry. 3 volumes.	Out of print
Cotton Textile Industry. 1 volume.	Out of print
Cotton Textile Industry.	In preparation
Cannery Industry.	In preparation
Office Occupations.	In preparation
Grain and Feed Milling Industry.	In preparation
Hat and Cap Manufacturing Industry.	In preparation
Knit Goods Industry.	In preparation

### *The Occupational Outlook Service*

In addition to materials from the Bureau of the Census, U.S. Office of Education, and others previously mentioned, there are several other important Federal sources of occupational information. A promising one of these is the Occupational Outlook Service of the Department of Labor, formed in the Bureau of Labor Statistics in 1939. Its resources at present are devoted to analyzing statistics regarding occupational trends and to stimulating the collection of additional information vital to the indication of outlook forecasting by agencies that are already equipped to do so. At present, the Service is not collecting original statistical materials. Part of its work is to assemble the scattered information and to [1] "establish with substantial accuracy the information with reference to technological trends which is necessary to prevent the unknowing entrance of young persons into blind-alley jobs."

Its findings are published in the [2] *Monthly Labor Review*. Many of the articles in the *Monthly Labor Review* are reprinted

and distributed without cost to persons who ask for them. A mailing list has been established for persons interested in the Occupational Outlook Service who wish to be supplied with reprints of articles and special pamphlets and bulletins as published. By an act of Congress, the Service is not permitted to send out publications unless there is a request in its files. It is, however, staffed to answer all direct requests for specific information.

It is important to have this *Monthly Labor Review* available for study by teachers and counselors in every school that hopes to do effective vocational guidance work. Teachers must keep abreast of trends and changing conditions and this is one way of doing it.

An occupational outlook implies forecasting of occupations with a future. However, at a time when patterns of labor supply and demand are being shaped around the requirements of the war program, the employment outlook is receiving major attention. The employment outlook is concerned with an indication of pursuits in which one would be likely to experience the least unemployment, fields of work in which there will be assured employment for the duration.

An example of employment outlook forecasting is reported by A. F. Hinrichs, Acting Commissioner of Labor Statistics, U. S. Department of Labor: \*

The new war production program requires that by the end of this year war production shall engage the services of about 15 million workers, nearly 3 times as many as were so employed in the fourth quarter of 1941. Where will these 15 million workers be required? Nearly 10 million of them will be needed in manufacturing, about 1.8 million in transportation and public utilities, 1.7 million in construction, 1 million in government, and  $\frac{1}{2}$  million in mining. Of the 10 million in manufacturing, nearly 60 per cent or some 5.7 million will be needed in three groups of industries: transportation equipment (aircraft, ships, and tanks), machinery, and iron and steel . . .

The major sources of the 7.6 million workers that we have estimated will be converted from non-defense employment are from manufacturing, 4.8 million; from transportation and public utilities, 1.3 million; from construction, 1 million; from mining, 300 thousand; and from trade, 200 thousand. Among manufacturing industries the largest diversion to war work will occur in the transportation equip-

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\* Hinrichs, A. F. "Occupational Outlook and the War." *Occupations, the Vocational Guidance Magazine*, pp. 499-508. April 1942.

ment industries (770 thousand), machinery (740 thousand), iron and steel (700 thousand), textiles (670 thousand), and lumber products industries (440 thousand). These five industry groups combined account for 4 1/2 million, nearly three-fourths of the total diversion forecast for the manufacturing industries.

### *Civil Service Announcements*

Civil Service announcements also are very useful sources of occupational information. They reveal the type of positions that are open for various levels of educational training and experience and name the salary that may be expected for particular positions upon entrance into the Federal service.

Teachers frequently prepare curriculum materials in light of Civil Service requirements of occupations which are closely related to or largely dependent on their subjects. But since vocational guidance is a process of assisting an individual by all available means to make his own decisions concerning his vocation, rather than have a specialist do this for him, the individual himself must know what is required and what may be expected in the different courses of action that lie open to him. It is not only the counselor but also the one who is counseled who needs to know the requirements and opportunities of various occupations.

While in training, classes will be spurred on to meet the standards set by the Civil Service, believing that those same requirements would meet the needs of civilian jobs.

For information concerning announced examinations, and for application forms, apply to the Board of United States Civil Service Examiners in any city which has a post office of the first or second class, or to the U.S. Civil Service Commission, Washington, D.C.

### *Use of Report of National Resources Planning Board*

Another government agency, the National Resources Planning Board, formerly the National Resources Committee, is constantly studying technological changes. Oftentimes its reports forecast the shifts in occupational trends and should be utilized.

Technological developments mean changes in occupational opportunities. While some technological changes have resulted in the complete elimination of occupations and even entire in-

dustries, other changes have brought about new occupations, services, and industries. Significant studies on technological trends should be examined by everyone interested in the course of scientific progress and its implications, especially with reference to vital occupational trends, opportunities, and training facilities.

The National Resources Committee's printed report, [3] *Technological Trends and National Policy, Including the Social Implications of New Inventions*, is a significant attempt to forecast future job developments. It recommends social and economic planning during the next few decades in the following thirteen fields of industry:

Mechanical cotton picker.  
Air-conditioning equipment.  
Plastics, which are chemically made materials substituting for wood, steel, and other substances.  
Photo-electric cell, the "electric eye," that can substitute for human routine operations.  
Artificial cotton and woolenlike fibers made from cellulose.  
Synthetic rubber.  
Prefabricated houses.

Television.  
Facsimile transmission, by which pictures and messages are sent by wire and radio.  
Automobile trailers.  
Gasoline produced from coal, now commercially practiced in Europe.  
Steep-flight aircraft, such as autogyros and helicopters.  
Tray agriculture, or raising crops not upon soil but in tanks of nutrient solutions.

The report was prepared by the Science Committee of the National Resources Committee, through a special Sub-committee on Technology. It aims to show technological trends, including the social implications of new inventions which may affect living and working conditions in America in the subsequent ten years.

Part I of this report includes a discussion of the inventive progress of this century and considers the probabilities of future inventions and the value of planning for tomorrow's technology. Part II deals with the relation of science to technological trends and the interdependency of science and technology. Part III contains nine chapters on technology in the following industrial fields: agriculture, minerals, transportation, communications, power, chemistry, electrical goods, metallurgy, and construction. Each chapter is written by various collaborating experts who point out the social implications of the future technology in their respective fields — implications which include future job possibilities in newer and widening vocations.

On the basis of this report, pupils may prepare scrapbooks on the thirteen fields of industry in which the National Resources Committee predicts growth. Special emphasis may be given to fields of work related to business courses. A class of thirty pupils might prepare ten scrapbooks, with three working on each, filling perhaps ten pages a year. Committees of three each could add ten pages the following year.

If the forecast of the committee is accurate and there is a growth in these thirteen occupational fields in the next decade, the scrapbooks will contain interesting historical material on development and trends in these fields, as well as give an awareness of changing occupational opportunities.

Since large scrapbooks can be purchased for ten cents, there can be as many fields covered as there are committees interested. Students should be cautioned to include only articles or pictures of occupational significance and not to mutilate library magazines for the clippings.

Scrapbooks have the disadvantage of bulkiness, though they have the advantage of permitting individuality in plan, arrangement, and labeling. Many pupils will exchange clippings or pictures about occupations, as in a stamp exchange club, and will learn to be on the alert for pertinent articles in the daily papers and periodicals.

The scrapbooks may be kept in the classroom file or donated to the library for reference and pleasure reading.

These Government aids in vocational guidance constitute the most reliable, authentic, and up-to-date information that exists. By using them in their secondary school assignments, young people become acquainted with them and learn how to use them, so that they will know how to refer to them, as well as to current publications, in the days to come when they, as workers, need help in coping with occupational problems.

## ASSIGNMENTS FOR PUPILS

- I. Concerning each of the fields of work discussed in *Technological Trends and National Policy*, the following questions may be considered:
  - (a) What is likely to determine development, growth, and trends in each field?
  - (b) How would growth in each field affect living and working conditions in America? In your community?



- (c) What social or economic obstacles impede the growth of each field?
  - (d) What kinds of work would be required in each field? What clerical and business occupations would be affected?
  - (e) How does the war effort have an effect on each of these fields?
  - (f) Discuss the implications which may result in future job possibilities in newer and widening vocations.
2. What is radar? How can it be used in peacetime?
  3. List five new inventions developed in war activities.
  4. Write a description of the changes you think may take place in your community during the next five years.
  5. List ten new careers that have been made possible through recent technological advances.
  6. If you were building a new community on an island which was not easily accessible to means of transportation, which tools of science would prove most useful? Why?
  7. Name five inventions which you think will be developed in the next few years.
  8. Inquire about the trends of specific clerical work in your community to discover whether the number of clerical workers has increased or decreased in the past two years, and what the outlook appears to be for employment in each of the clerical and sales occupations named on page 82 and pages 237-238.

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5. *Occupational Information and Guidance; Organization and Administration*. U.S. Office of Education. Government Printing Office, 1940. 25¢
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## VIII

### The Homeroom Activities, Quiz Contests and Guessing Games

THE homeroom activity occupies a strategic position in the vocational and educational guidance program. Its most important function is providing an opportunity for pupil initiative and freedom in arranging programs and for creative participation in the activities pupils elect to sponsor. Only a few of the homeroom activities contribute to the panoramic view of the workaday world, but the homeroom plays a significant role and will be considered here.

#### PRIVILEGE DAY

One plan found effective to induce pupils to approve and adopt as their own some of the purposes proposed by educators is the "privilege day" program. Days are set aside for the homeroom programs to be in charge respectively of the pupil chairmen, vice-chairmen, and secretaries, assisted by committees of their choosing. These pupil officers are privileged to invite speakers, rent a motion picture, give a play, conduct a forum discussion, or select any activity aimed to aid the pupil to make wise choices. A list of problems on which future decisions have to be made is published in the school paper as suggestions for these programs. A full report of the various homeroom plans, including the names of student chairmen and any participants from the community, appears in the school and city newspapers after the programs. Some of the topics chosen by the pupil chairmen are continued in the classroom discussions and become integrated throughout the curriculum.

Many of the programs will be discussions led by successful workers, as they usually prove to be very popular with groups of pupils. Some programs provide motivation for the mental, moral, physical, social, economic, or personal development of the individual. The plan permits pupils to share in planning some group activities of their selection. It provides for the exercise of initiative in devising plans and of enterprise and persevering application in executing them.

## SUGGESTED TOPICS FOR HOMEROOM PROGRAMS \*

### *Problems on Which Youth Must Later Make Decisions*

#### *Objectives of Self-Realization*

1. How to work and study effectively. How to formulate good study skills and work habits. How to plan a daily schedule of the twenty-four hours in a day. How to judge a lecture and report it accurately. How to prepare for an examination, either in school or for Civil Service.
2. How to improve one's physical health and endurance. How to select a physician or dentist.
3. How to avoid accidents and injuries. How to apply first aid.
4. How to develop personal and moral qualities. What are the qualities leading to success and the qualities of good citizenship?

#### *Objectives of Human Relationships*

5. How to get along with others. How to choose, win, and keep friends.
6. How to be more charming. How to carry on an interesting and profitable conversation. How to improve manners, courtesy, etiquette, personal attractiveness, personal appearance, voice, clothing, poise, posture, and a businesslike attitude.
7. How to develop a wholesome philosophy of life, including personal values, ambitions, ideals, and religion.
8. How to plan and to get the most out of a trip. Travel conduct.
9. How to insure a happy home life. How to select a suitable mate. How to live harmoniously with members of the family.

#### *Objectives of Economic Efficiency*

10. How to earn, spend, and save money more intelligently. How to invest savings wisely. How to select the best type of insurance policy. How to purchase clothes with taste and economy.
11. How to choose a vocation and how to prepare for it. What are the occupations from which to choose? What do they require and offer?
12. How to know the educational opportunities available after leaving school.
13. How to choose wisely one's recreations, hobbies, and leisure ac-

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\* Based on three sets of topics taken from: Briggs, T. H. *Improving Instruction*, p. 242. Macmillan Co., 1938. Germane and Germane. *Personnel Work in High School*, p. 29. Silver Burdett Co., 1941. Symonds, Percival. "Life Problems and Interests of Adults." *Teachers College Record*, pp. 144-5. November 1936.

- recreation, card sports and games, fellowship and social activities, and one's reading, motion pictures, and radio programs.
14. How to detect and resist propaganda. How to read advertisements.
  15. How to make a favorable impression in an interview for a job. How to present information so as to sell one's services.

#### *Objectives of Civic Responsibility*

16. What are desirable civic interests, attitudes, and responsibilities? How to become more intelligently tolerant and interested in world problems. Why society provides and controls free education.
17. How to know the law that applies to the most commonly occurring difficulties. How to select a lawyer.
18. What contribution shall I make to the war effort? What skills and abilities are useful both in the armed services and in peacetime occupations?

The following bulletin to student officers will explain the program for homeroom groups:

#### "PRIVILEGE DAY" PROGRAMS

To Student Chairmen of Homeroom Groups:

The chairmen of the homeroom groups and their committees will be "privileged" to select and arrange the programs for the guidance groups on \_\_\_\_\_ (date).

The vice-chairmen and their committees on \_\_\_\_\_ (date).

The secretaries and their committees on \_\_\_\_\_ (date).

These programs may deal with any topic relating to some phase of guidance—leisure-time guidance, social guidance, vocational guidance, guidance for wartime service, etc. The programs should aim to provide some information which will assist pupils to make intelligent decisions now or at some future time. Some suggested topics are given above.

Teachers and pupils here last year will remember the types of "privilege day" programs that were most satisfactory and will be able to offer many helpful suggestions.

You may invite an "outside" speaker, arrange for a student discussion, rent a movie (provided you are first to reserve the motion-picture equipment for that hour), play a recording over the loud speaker (if you reserve the use of the equipment), put on a skit, or arrange whatever type of program you choose.

The program must have the approval of the adviser of your homeroom group.

Because the activity period is a short time in which to talk over plans, this procedure is suggested as a means of getting committees into action quickly:

The chairman may choose a pupil for his committee, then the vice-chairman names someone, and the secretary selects a committee member. Following this round, the chairman chooses a second pupil, the vice-chairman names his second committee member, etc., until every pupil in the room has been selected for one of the three committees.

The three committees then assemble in various parts of the room to look over the list of suggested programs and talk over what they would prefer to have when it is their turn to arrange the "privilege day" program.

The chairmen of the homeroom groups are responsible for carrying out the plans for the \_\_\_\_\_ (date) programs; the vice-chairmen of the guidance groups are in charge of the \_\_\_\_\_ (date) program; the secretaries are privileged to conduct the \_\_\_\_\_ (date) meeting.

Let's have some worth-while programs!

### *Introducing New Books*

A book promotion program centering around new books purchased for the library by homeroom groups and school organizations is one which the author considers one of the most worth-while she ever directed.

At a time of the year when students were preparing their written reports of investigations of occupations, the library limited the circulation of books and pamphlets about vocations to overnight use. It was suggested to the homeroom groups that since the supply was limited, each group might choose one field of work on which to select and obtain some up-to-date occupational material for donation to the library. One group decided to conduct a ping-pong tournament for faculty members during the noon hour and charged a penny admission. With the proceeds the group ordered four books of the Dutton Occupational series. Another group dramatized a play after school, secured one of the faculty men to tap dance between acts, and charged two cents admission. With the proceeds, the group ordered five of the Dodd, Mead and Company career series. Other groups typed at five cents a page, sold candy bars, delivered sales packages at five cents a delivery, served at a banquet, sponsored a matinee dance, arranged a grand march and prize dance preceding the

Junior Prom, sponsored a school movie, served a silver tea to faculty and seniors, charged admission to a faculty-pupil quiz contest, and arranged for a vocational costume school party. Some groups selected free materials, or made voluntary contributions.

Each group was furnished with a Gaylord pamphlet binder to hold six pamphlets, with the suggestion that the most reliable booklets on some vocation be assembled in these binders which could be shelved and circulated as books.

When the material was presented to the library, in an assembly program, each chairman described the selections made by his group, as he added their contribution to the growing bookshelf. Thus, the entire school was informed regarding the new literature on occupations represented by the thirty books and the ninety pamphlets acquired for this occasion.

The zeal of the student committees in investigating what was available and what would be acceptable to their classmates was helpful in acquainting pupils generally with sources of information regarding occupations.

As is usual with gift books, they were inscribed with the names of the donors, so that future users could identify the source of the selection. This inscription lent a personal touch to these books, and their circulation proved their usefulness.

Graduating classes usually leave a gift to the school. This could consist of books, as it frequently does. An assembly program could be devoted to reasons for the choice of the titles being given and to summaries of the books' contents. The school's policy in regard to money-collecting activities would have to be checked.

### *A "Diploma Tea"*

A "diploma tea" was selected by one of the home economics groups as a means of purchasing new books and creating interest in reading them. Shortly before Commencement, seniors and faculty members were invited to a silver tea. The scholastic honor roll was announced on this occasion and the seniors whose four-year averages were above 90% were in the receiving line as guests of honor. The table centerpiece consisted of a mortarboard holding "diplomas" toward which paper dolls wearing caps and gowns were facing. The diplomas, made by folding typewriting paper lengthwise and tying with ribbon of school colors, contained a commencement poem, a list of new voca-

## SENIORS

Felicitations, Congratulations, and Best  
Wishes upon Your Graduation  
from the West Bend High School

### COMMENCEMENT POEM

By Frances Fröst

This is the year at last, and the year's bright day  
that marks the proud fulfillment of our dream.  
We smile and have but few halt words to say  
to one another: these last hours seem  
too glad, too brief, too tremulous for speech.  
The four years rich with fellowship are gone,  
and we are here, our goal within our reach,  
with work and laughter to look back upon

Forward we gaze beyond this hour's pride,  
forward to life and greater work and faith;  
and we, who strove and failed and fought and sighed,  
stand here with valiant hearts and shaken breath.  
Half-sad, half-gay, we know one battle done,  
and set our courage toward the morrow's sun.

Junior Red Cross Journal, May 1943

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We wish you success and good luck  
in your careers ahead.

---

### NEW BOOKS TO READ

At one time or another during the past year, you expressed interest in the vocation named below. Some books on this subject which will be in the High School Library at the close of this Vocational Book Fair and which you may wish to read are:

Occupation	Author	Title
------------	--------	-------

tional books, and an individual reading list relating to the two or three vocations in which the graduate had expressed interest during the year. The general list and poem were mimeographed, but the individual list was written in longhand to insure a personal note.

At both ends of the tea table were tables of new books purchased with the proceeds of the various group projects, somewhat in the manner of a vocational book fair. The hostess group attended to details of serving the tea, punch, cookies, and sandwiches, while the chairmen of the various book collection committees helped with the display of books and distribution of diplomas. The faculty souvenir diplomas, without the individual reading lists, were used for the centerpiece. The senior diplomas were placed on the tables with the books. (See pictures 20-23.)

The graduates felt a pride in receiving the miniature diplomas designed individually for each one and, what was more important, they felt a glow of interest and a responsibility in reading the new books to which their diplomas referred them.

Another career display arranged in honor of the graduates from a junior high school is pictured in the *Wilson Library Bulletin*, May 1943. The display board represents a stage with white side curtains and black center. The cut-out paper dolls dressed in caps and gowns are approaching "the future" with diplomas. Directly below the question mark are career books and diplomas containing lists of books and pamphlets on the careers in which the graduates expressed interest.

#### GROUP DISCUSSION

Another effective plan is to distribute inexpensive booklets to the homeroom student chairman and adviser for use during the weekly discussion period. For the basis of a discussion of social usage, for example, one of the published booklets would be made available instead of a locally prepared bulletin. While the printed material furnishes tools with which to work, pupils are free to decide whether or not to use them, to develop their own plans, and to substitute other resource literature which they may prefer.

Some of the bulletins are provided for the pupil officers for circulation among their groups. Advisers retain their copies for their personal libraries for use in counseling.

Materials for such distribution include:



## HOW TO STUDY

- EDMONSON, J. B., and GOODRICH, C. L. *Study Helps for High-School Students*. Lansing, Michigan: Michigan Education Association, 1930. \$3.50 per 1000.
- KORNHAUSER, A. W. *How To Study*. University of Chicago Press, 1924. 25¢
- WRENN, C. GILBERT *Study Hints for High-School Students*. Stanford University Press, 1932. 20¢
- WRENN, C. GILBERT, and COLE, LUELLA. *How to Read Rapidly and Well — A Manual of Silent Reading*. Stanford University Press, 1935. 20¢

## SOCIAL USAGE

- BARKER, MARY PERIN. *Good Manners for Young Women*. John Wiley & Sons, Inc., 1935. 20¢
- BARKER, MARY PERIN. *Technique of Good Manners — A Handbook for College Men*. John Wiley & Sons, Inc., 1935. 20¢
- STEPHENSON, MARGARET B., and MILLET, RUTH L. *A Test on Social Usage*. Bloomington, Illinois: McKnight and McKnight, 1935. 10¢
- STRANG, BROWN, and STRATTON. *A Test of Knowledge of Social Usage*. Bureau of Publications, Teachers College, Columbia University. 10¢
- WEYAND, PAUL M. *Building Better Habits; A Secondary School Manual for Group Guidance*. Extra Curricular Publishing Co., Keokuk, Iowa, 1941. 25¢

## VOCATIONAL GUIDANCE

- BACHER, OTTO R., and BERKOWITZ, GEORGE J. *School Courses and Related Careers*. Chicago: Science Research Associates, 1941.
- BERKOWITZ, GEORGE J., and NEWBURGER, GEORGE. "Dr. Manpower" — *The Wartime Job Quiz*. Washington, D.C.: B'nai B'rith Vocational Service Bureau, 1943. 10¢
- Materials published by the U.S. Office of Education.
- Preparing for Industrial Work*. National Association of Manufacturers. 14 West 49th Street, New York City, 1943. Free

## VALUE OF HIGH SCHOOL RECORD

- Your Future*. March 8, 1943. "Civil Service Checkup" includes the rating sheet filled out for all civil service applicants by persons named as reference.
- Student report on library copy of *Your High School Record — Does It Count?* South Dakota Press, Pierre, South Dakota, 1943. \$2.25

## PERSONALITY AND MANNERS

BROOKE, ESTHER EREPSAHL. *60 Easy Ways To Improve Your Personality*. Sold by Dean Wilsey Geer Co., Oshkosh, Wisconsin. \$3.00 per 100.

MACGIBBON, ELIZABETH GREGG. *Good Manners in Business - 44 Questions Often Asked About Office Etiquette*. Sold by Dean Wilsey Geer Co., Oshkosh, Wisconsin. \$3.00 per 100.

The luncheonroom situation offers an opportunity for group discussion of problems dealing with questions of courtesy and social usage. Incidents such as the following \* may be discussed to underscore the responsibility of each person for cultivating habits of acceptable personal appearance:

When Jane finished school, she went to work in the stock room of a department store. She had often dreamed of waiting on customers in a store and hoped that soon she would be a sales clerk. A year passed and she was not promoted. Other girls who had worked there for shorter periods of time were advanced into the retail department where they came in contact with customers.

When Jane received an offer of work in a factory, she accepted, believing that her employer held a grudge against her. Before leaving, however, she asked the supervisor why she had not been promoted. He replied that her hair was not well groomed, her fingernails were not clean, and that she usually wore slacks.

Jane left the stock room feeling that the supervisor should have told her that she should improve her personal appearance, even though attractive hair, nails, and dress were not essential for successful performance of her duties in the stock room.

Was Jane treated unfairly? What should she have done? What should she do now? Should the school have taught her this lesson? Should the supervisor have warned her? What might she do before giving up hope of becoming a sales clerk? If slacks were the correct business dress, would not Uncle Sam have purchased them for the WAVES and WACIS?

### PROBLEM FOR GROUP DISCUSSION †

Henry graduated from high school ten years ago. When he left school, he became a mechanic. After a short time he quit and went

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\* Adapted from. Allen, Richard D. *Case-Conference Problems in Group Guidance*, p. 111. Inor Publishing Co., 1933.

† Adapted from. Shively, C. C. and J. D. *Personal Analysis and Vocational Problems*, p. 54. Wichita, Kansas: McCormick-Mathers Co., 1938.

to work in a grocery store. He stayed there for two years. He bought with the money he had saved a small chicken farm, which he ran for three years, and then sold for the same price he had paid for it. He came to town and started a rooming house which he ran for four years and then gave up. He decided he wanted to work on the railroad. He liked this, but after a year's work, business became poor and he was discharged. Now he is thirty years old, he hasn't saved any money, he is out of work, and he has not mastered a single vocation.

What is his trouble? What should he have done? Do many people do what Henry did? What should he do now? How are you planning your lifework so as not to make the mistake Henry made?

The homeroom is a natural place for conducting group discussions, some of which may spring from vocational topics. Discussion groups may be organized in several ways. One of the simplest of these is the panel discussion. From three to ten pupil "experts" may be chosen as the "panel" to sit at a table in front of the group and discuss the subject under a leader. After a definite period of time, the other members of the group ask questions or join in as in an informal discussion group.

As a topic for one of these group discussions, "Scientists at Work" may broaden occupational interests in scientific endeavors and give a large number of pupils an opportunity to participate. Each pupil may be asked to volunteer to discuss the workers who use an important scientific instrument and, if the group is interested in business occupations, to predict whether in the future these scientists will require a greater or smaller number of stenographers, bookkeepers, calculating machine operators, salesmen, and clerical workers. Each pupil may discuss one of the tools of science on which the American School of the Air broadcast a program during 1943-1944. With twenty-seven pupils in the group, three panel discussion groups may be formed around the three general categories of scientific tools. The three chairmen may conduct their panel discussions in rotation form.

#### TOOLS OF SCIENCE — SCIENTISTS AT WORK

##### 1. *Supplying the basic needs of living:*

The Pump — Water Supply

The Plow — Our Daily Bread

The Furnace — Flowing Metals

The Lamp — Man-made Light

The Doctor's Instruments — Tools for Health

2. *Helping people to do the work of the world, supplementing man's muscles, enabling him to use many different forms of energy:*

The Calendar and the Clock -- Measuring Time and Space  
The Scales -- Measuring Weight and Work  
Weather Instruments -- Measuring Temperature and Pressure  
The Gasoline Engine -- Mechanized Might  
The Steam Engine -- Heat at Work  
The Water Wheel -- Gravity at Work  
Magnets and Motors -- Labor Savers  
The Battery -- Chemicals at Work  
The Photoelectric Cell -- Light at Work

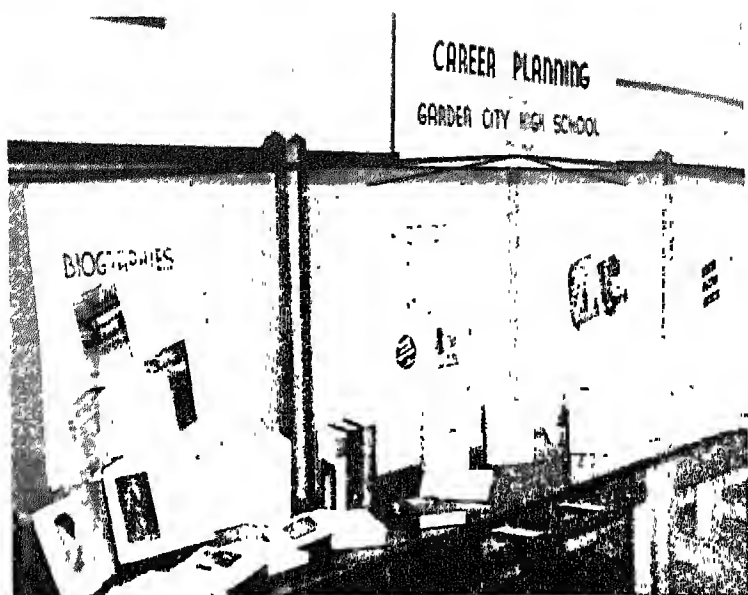
3. *Helping man to understand the nature of the world in which he lives: (Progression from such natural tools as the eye and the ear to man-made extensions of sensory organs, such as the microscope, telescope, and the X ray as tools for research.)*

The Eye and Ear -- Human Tools  
The Camera -- Mechanized Sight  
The Microscope -- Seeing the Unseen  
The Telescope -- Scanning the Sky  
The Microphone -- Voices across Space  
The Vacuum Tube -- Tool of Television  
The Spectroscope -- Identifying the Elements  
The X Ray -- Seeing through Walls  
The Seismograph -- The Trembling Earth  
The Centrifuge -- Blood into Plasma  
Experimental Animals -- Immunity and Genetics  
The Test Tube -- Nutrition  
Tools for Tomorrow -- Swords into Plowshares

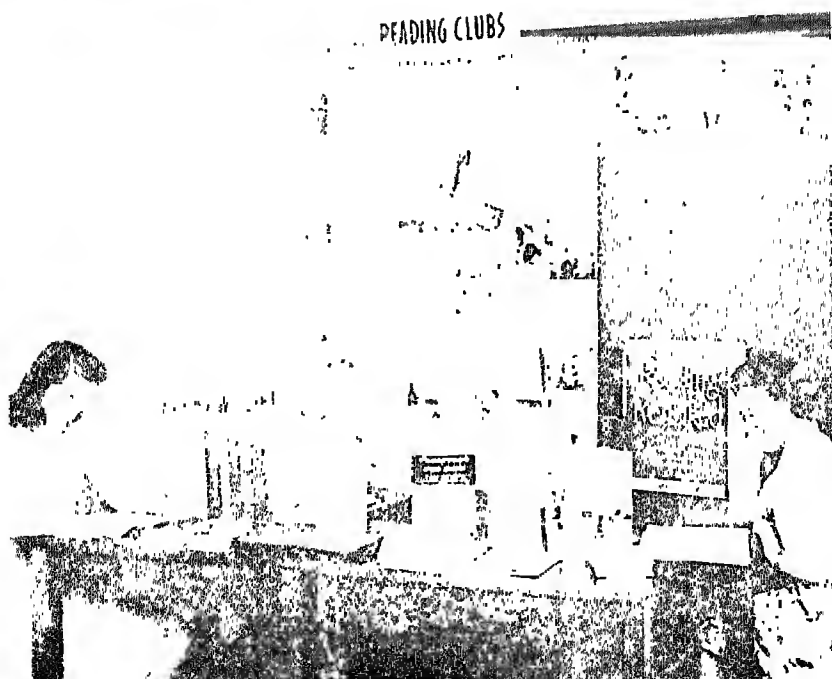
### *Discussions of Employers*

Homeroom groups profit from discussions led by employers and personnel directors on the qualities looked for in the employment interview and first days of work experience. Pupils may be surprised to learn that many employers report that applicants lack vocational direction, lack an adequate knowledge of lines of promotional advancement in the various occupations, lack the ability to present their qualifications easily and clearly in their application, and need to give attention to interviewing, voice culture, appropriate dress, elementary forms of courtesy, posture, development of a businesslike attitude, and practice in filling out application forms accurately, neatly, and completely. [9]





15. Book exhibit held at time of Career Conference, Garden City, Long Island. (P. 161)



16. A corner of the stenography room. West Bend, Wisconsin. (P. 55)

Pupils may be spared the discouragement that comes from rejection because of poor personality traits if they are given the opportunity to hear firsthand viewpoints of employers. These talks may serve as an incentive to some personal development activities during the homeroom period.

### *Homeroom Advisers*

Not every teacher should be required to sponsor a homeroom group. Where the homeroom advisers are limited to those who express interest and make application for this added responsibility, better results are in evidence. Advisers may be given extra compensation or be relieved of some routine duty, making the appointment more desirable.

The time set aside for the homeroom activities may be devoted to all-school career conferences, as described in a later chapter, and to quiz contests and games which occasionally may be vocational in nature.

### QUIZ CONTESTS AND GUESSING GAMES

A guessing game or quiz contest is an interesting aid to stimulate pupils to observe current occupational information presented through newspaper, magazine, motion picture, bulletin board, or radio. The vocational quiz may be used as a motivating device, utilizing the interest in radio quiz contests, to focus attention on recent occupational opportunities.

Quiz masters, appointed from the group to prepare questions related to up-to-date occupational information, will become informed on many topics in their quest for suitable material. Pupils preparing to participate in the contest will be alert to observe news items. After taking part in a job quiz, pupils may naturally introduce an occasional piece of occupational information into conversation with their families or friends. The questions may stimulate pupils in the audience to investigate available books and pamphlets for deeper explanations and answers more convincing than those given by the masters of ceremony.

The competitive approach usually whets the interest. A simple way to conduct a quiz contest is to ask the quiz master committees to select ten questions from a set of questions and then prepare additional questions of their own, based on the current bulletin board display and a selected list of books. The committee mem-

bers may listen to the various methods employed in the commercial radio quiz contests and decide which technique they prefer to use. A workable method is to divide a class into two groups or teams. A question may be asked of one group. If not answered correctly, a volunteer from the opposing group may answer. If that answer is incorrect, a volunteer from the first group has the next opportunity. The contestant who answers correctly may choose to answer the next question, to double his points, on the "double or nothing" or "take it or leave it" plan. If the first team answers correctly it scores one point; if it misses and the opposing team gives the right answer, it scores two points, and three points may be the reward for the third effort. If the question is a multiple choice one, the master of ceremony should give the answer after two trials; a factual question may be tossed from team to team.

An appropriate award given to winning pupils or to those on the winning side will add to the zest. If the contest is part of a program preceding a holiday, some holiday stationery with festive borders may be given as prizes for use in typewriting personal holiday letters. The winners in one class may compete against the winners in another class on another occasion, tournament fashion, and the "finals" may be conducted as an assembly program. If experts are chosen from homerooms, boys may compete against girls, with all girls in the audience winning some privilege if the girls on the board of experts win. In the same manner as the sponsors who conduct radio quiz contests encourage audience participation, so may awards be given to pupils who submit questions that are used.

One hundred questions suitable for a quiz contest, and methods of using them, may be found in [1] *Dr. Munpower — The Wartime Job Quiz*. Another compilation that will offer suggestions is the set of fifty questions in [10] "What Do You Know?" The questions given below are presented as illustrations of various types of questions with correct answers starred.

### *Vocational Quiz Contest*

#### VOCATIONAL QUIZ

1. In modern mechanized warfare, how many out of every 100 men in the armed services are assigned to duties requiring specialized skills and training?



- (a) 23%
  - (b) 43%
  - \* (c) 63%
  - (d) 93%
2. If you wished to be employed as a typist, your best chance would result from a visit to:
    - (a) Office of Civilian Defense
    - (b) U.S. Department of Labor
    - \* (c) U.S. Employment Office
    - (d) National Labor Relations Board
    - (e) Local Rationing Board
  3. Only one of these men is famous for his magazine illustrations:
    - (a) George Washington Carver
    - (b) Nicholas Murray Butler
    - \* (c) James Montgomery Flagg
    - (d) Ogden Nash
  4. The chemist who initiated the research leading to the discovery of nylon was:
    - \* (a) Dr. Charles Stine
    - (b) Charles A. Lindbergh
    - (c) Earnest A. Hooton
    - (d) Madame Curie
  5. The famous ballplayer in this group is:
    - (a) Ray Bolger
    - \* (b) Lou Boudreau
    - (c) James T. Farrell
    - (d) Stuart Chase
  6. Knowledge of a foreign language would be valuable preparation for a job as:
    - (a) New York policeman
    - (b) Filing clerk
    - \* (c) War correspondent
    - (d) Telephone operator
    - (e) Restaurant waitress
  7. The best month to apply for work in a department store is:
    - (a) January
    - (b) April
    - (c) July
    - \* (d) November
  8. A Major General, a Brigadier General, a Colonel, a Captain, and a Lieutenant Colonel met in a restaurant. One of them issued an order to the others. He was:
    - \* (a) The Major General
    - (b) The Brigadier General

- (c) The Colonel
  - (d) The Lieutenant Colonel
  - (e) The Captain
9. Astronomy is a required course for:
- \*(a) An airplane navigator
  - (b) A fortuneteller
  - (c) An aerial photographer
  - (d) A telescope maker
10. To secure a good rating on a Civil Service typewriting test, it is desirable to typewrite.
- (a) 20 words a minute
  - \*(b) 40 words a minute
  - (c) 140 words a minute
  - (d) 240 words a minute
11. Beginning salaries in the United States Civil Service are highest for:
- (a) Junior typists
  - (b) Mimeograph operators
  - \*(c) Junior stenographers
  - (d) Card-punch operators
12. A stuffing clerk is a clerical worker who:
- (a) Typewrites reports from rough draft
  - \*(b) Sorts sales slips and inserts them between leaves of designated ledgers and other bookkeeping records
  - (c) Addresses outgoing mail
  - (d) Operates various office machines
13. A man who started work as a \$3-a-week Wall Street clerk and became a millionaire and adviser on the conservation of rubber is:
- (a) Leon Henderson
  - (b) Donald Nelson
  - \*(c) Bernard Baruch
  - (d) Claude Wickard
  - (e) Herbert Lehman
14. A pulling clerk is a clerical worker who:
- (a) Keeps file of credit ratings
  - \*(b) Removes material from files upon request
  - (c) Inserts additional data on file records
  - (d) Keeps file of correspondence received
15. James Francis Byrnes, director of Office of Economic Stabilization, began his career as a:
- (a) Bookkeeper
  - \*(b) Court reporter
  - (c) Lawyer
  - (d) Farmer
  - (e) Teacher

16. In the last fifty years, the largest percentage of increase of employment has been in the number of:
  - (a) Bookkeepers, cashiers, and accountants
  - (b) Clerks (except in stores)
  - \* (c) Stenographers and typists
  - (d) Messenger, errand, and office boys and girls
17. In the 1940 United States Census, there were approximately
  - (a) How many office clerks? (2,000,000)
  - (b) How many stenographers and typists? (1,000,000)
  - (c) How many bookkeepers and cashiers? (850,000)
  - (d) How many clerks in stores? (470,000)
18. In 1917, only 4% of the doughboys had completed high school; in the U.S. Army in 1942, what per cent were high school graduates? *Answer: 41% (Within ten points)*
19. SPAR represents the first letters of the coast guard hymn:
  - \* (a) "Semper Paratus" — Always Ready
  - (b) Shield, Pilot, Anchor, Ready
  - (c) She Places Anchors Right
  - (d) Set, Position, And Row
20. What do the letters of the WAVES stand for?  
*Answer: Women Accepted for Voluntary Emergency Service*
21. Who used the phrase, "Blood, Toil, Tears, and Sweat"?  
*Answer: Winston Churchill*
22. The first name of one of these men is not Joseph:
  - (a) Davies
  - (b) Stalin
  - (c) Goebbels
  - (d) Kennedy
  - \* (e) Eisenhower
23. Arturo Toscanini, distinguished musician who started his musical career in Italy at the age of nine, is best known as a:
  - (a) Tenor
  - (b) Pianist
  - \* (c) Conductor
  - (d) Violinist
24. Albert Einstein, who taught himself differential calculus at the age of 14, is:
  - \* (a) A theoretical and mathematical physicist
  - (b) A civil engineer
  - (c) A surrealist artist
  - (d) A surveyor
25. Dr. Robert Millikan, American scientist and holder of 22 honorary college degrees, has worked for almost twenty years on the perfection of:
  - \* (a) Cosmic rays

- (F) Sulfanilamide  
(C) Synthetic rubber  
(Z) Plastics
26. Name two vocations having names that begin with the letter D.
27. The most common cause of loss of position, aside from economic conditions, is:  
(a) Lack of intelligence  
(b) Poor health  
\*(c) Inability to get along with others  
(d) Lack of ability
28. Mention six important job opportunities in the field of industrial chemistry which are likely to be open in the next decade.  
*Answer:* food chemistry, plastics chemistry, dye chemistry, plant chemistry, cellulose chemistry, textile chemistry
29. Does a morgue keeper work in a morgue; what does he do?  
*Answer:* No, a morgue keeper is a file clerk (printing and publishing) who keeps a file of news items, pictures, encyclopedias, atlases, social registers, and other data for future use and reference by the editorial staff in preparation of material for publication.
30. The following persons are active in the world of today. What is the work of each?  
(a) John Kieran *Answer:* Sports writer and expert on "Information, Please" radio program.  
(b) Bill Stein *Answer:* Commentator (Sports)  
(c) Margaret Bourke-White *Answer:* Photographer  
(d) Dr. Gerald Wendt *Answer:* Scientist, chemist
31. What three recent inventions in the field of radio have increased the occupational opportunities of this vocation?  
*Answer:* Radar, Television, and Radio Telephone
32. Four songs will be played. What kind of a worker is suggested by each?  
(a) *Yes, We Have No Bananas* (a) Storekeeper  
Fruit vendor  
(b) *Johnny Zero* (b) Aviator  
(c) *Cancel the Flowers* (c) Florist  
(d) *I've Been Working on the Railroad* (d) Railroad worker  
Section worker  
Railroad engineer
33. In what occupation would you be engaged if you operated a comptometer?  
(a) Medical  
\*(b) Clerical  
(c) Engineering  
(d) Mechanical

34. The term cosmetology applies to  
 (a) Costume designer  
 (b) Carpenter  
 (c) Color photographer  
 \*(d) Beauty culture
35. Many freshmen in engineering schools fail their first year and drop out of school because they have difficulty with:  
 (a) Latin  
 (b) Reading  
 \*(c) Mathematics  
 (d) Geography  
 (e) History
36. In applying for a job the most important thing to remember is:  
 (a) Let the interviewer know you can do any kind of work.  
 (b) Let him know that you need a job and think you can do the work.  
 \*(c) Find out what service you are capable of giving him to advance his business
37. One of the following types of workers is not employed in a printing plant:  
 (a) Make-up man  
 (b) Printer's devil  
 (c) Composer  
 (d) Teletype operator  
 (e) Pressman  
 \*(f) Printing-machine operator. (A printing-machine operator molds and cuts butter preparatory to wrapping.)
38. Identify the workers and tell what they do when they hear or say the following words:

Timber! Cut! Play ball! Suture! Bombs away!

*Answers:*

**TIMBER!** The man in charge of cutting a tree in a forest, the *forester* or *forest ranger*, calls "Timber!" when the tree begins to fall, so that other forestry workers can see that they are not in danger from the falling tree.

**CUT!** The *director of a motion-picture production* calls "Cut!" when he wants action of the cameras stopped, the action stopped, lights off, music off, etc.

**PLAY BALL!** A *baseball umpire* calls "Play ball!" and tosses a ball to the pitcher when he is ready for the game to begin.

**SUTURE!** A *surgeon* in an operating room says "Suture!" to the *nurse* whose job it is to hand him the instruments he needs, when he is ready to sew up the operative wound.

**BOMBS AWAY!** The *bombardier* in a bomber says "Bombs away!" when the load of bombs has left the rack. The *pilot* leaves

the target as quickly as possible, according to a pre-arranged plan.

39. Identify the workers who use these things:

Macrometer	Stethoscope	Metronome
Palette	Air hammer	Seeder
<i>Answers:</i>		

*Macrometer*, used by a *machinist* or an *inspector* of machine parts where measurements must be to a very close tolerance.

*Stethoscope*, used by a physician to listen to the heart beat.

*Metronome*, used by a *teacher of music* or a *musician* to time speed of playing, most often with piano.

*Palette*, used by *artist* (painter) to hold colors and brushes.

*Air hammer*, used by a *rieter* to drive rivets.

*Seeder*, used by a *farmer* to plant seeds. (Planter, gardener, etc.)

40. The United States Employment Service deals with.

(a) Civil Service jobs only

(b) jobs in war industries only

\* (c) any job which is in a legitimate business and which pays a standard wage

41. The United States Employment Service charges those whom it places in jobs:

(a) two weeks' salary

\* (b) no fee

(c) 10 per cent of a year's salary

42. There were approximately 150,000 practicing physicians in the United States when we entered the war. Of these, the women numbered:

\* (a) 7,000

(b) 50,000

(c) 1,000

43. Cryptography is concerned with the study of:

(a) tombs and mausoleums

(b) maps

\* (c) codes and ciphers

44. Of the first 2,000,000 men drafted for the United States Army in the present war, the per cent rejected for physical defects or health was:

\* (a) 45

(b) 10

(c) 25

45. Which of the following workers is not included under the heading "protective service workers"?

(a) Fireman

(b) Watchman and guard

(c) Policeman and detective

- (d) Soldiers, sailors, marines, and coast guardsmen  
 \*(e) Barber
46. Name four occupations for which a study of advanced mathematics would be helpful.
47. Name four occupations for which skill in typewriting would be helpful
48. In the following occupations indicate whether more men or women are employed:
- |                              |                                   |
|------------------------------|-----------------------------------|
| (a) Engineers                | (g) Ministers                     |
| (b) Accountants and cashiers | (h) Dictitians                    |
| (c) Teachers                 | (i) Fashion designers             |
| (d) Physicians               | (j) Beauticians                   |
| (e) Stenographers            | (k) Shipping and receiving clerks |
| (f) Nurses                   | (l) Salcsmen                      |
49. What is the work of a coder?  
*Answer.* Code machine operator
50. What is the work of a code clerk?  
*Answer.* Transfers information obtained from reports and records to a card, giving each item a code number to be used when punching cards for sorting machine.
51. What is the work of a collator?  
*Answer:* Assembles pages of a booklet and verifies the order and number.
52. A new feature of the 1940 Census that was not included in any previous census is:
- Number of men and women engaged in each occupation
  - Number engaged in each occupation in each region of the United States
  - \*Earnings attained by workers in each occupation

When the quiz is conducted in small groups such as the home-room, the pupils may be divided into several teams. Each team that misses a question may be asked to pay a forfeit or penalty from a list such as the following:

- Give a demonstration of what not to do at an employment interview.
- Recite a nursery rhyme portraying an occupation. Example:

Jack, be nimble, Jack, be quick!  
 Jack, jump over the hickory stick!

— *Obstacle Course Director*

- Give a one-minute talk on "Why I did not get the job."
- Present a one-minute talk on your "pet peeve" regarding courtesy.
- Entertain with a solo, piano selection, or trick of magic that has an occupational significance.

- 6 Interview the adviser for employment as his assistant.
- 7 Ask the opposing team an occupational quiz question harder than the one you missed

### *Musical Vocational Quiz*

Varied occupational discussions may be motivated by competitive guessing games begun by the singing or playing of musical selections. This procedure was successfully used with high school pupils in the presence of observers at the Summer Youth Center of Teachers College, Columbia University, following an experiment with the author's adult class at Teachers College. The project required about forty minutes and aroused enthusiasm for the possibilities of this method of introducing discussion about a wide range of vocational activity.

For successful participation, acquaintance with the *Dictionary of Occupational Titles* and the United States Census is necessary; therefore lessons based on these standard references should precede the quiz game.

After the division of the class into two teams and the selection of two blackboard scorekeepers, the student chairman introduces a professional singer whose first song is familiar and concerns an easily identifiable occupation. Pupils of the first team raise their hands to name the song and the occupation represented by a character in it. Scores may be doubled by naming the proper occupational classification designated in the *Dictionary of Occupational Titles* or the United States Census. If the first team fails to make the proper identifications, the second team takes its turn, points increasing as the guessing progresses. Informal discussions of the given occupation may follow the correct identification of each selection.

Below is a list of vocational songs, prepared in collaboration with Elwin Carter of the Advanced School of Teachers College, Columbia University, who sang the songs on occasions mentioned. This list may be supplemented by local folk or other music by members of the group who are interested.

#### SONG QUIZ

<i>Song</i>	<i>Occupation</i>
"Home on the Range"	Cowboy or ranch hand
"I've Been Working on the Railroad"	Railroad worker
"They Cut Down the Old Pine Tree"	Woodsman



<i>Song</i>	<i>Occupation</i>
"The Bombardier"	Bombardier
"Coming In on a Wing and a Prayer"	Combat aviator
"Oh Sailor Boy." By Fraser Gange	Sailor
"Toreador Song." From "Carmen," by Bizet	Bullfighter
"Man on the Flying Trapeze"	Entertainer or trapeze artist
"I'm an Old Cow Hand"	Cowboy
"The Policeman's Chorus." From "Pirates of Penzance," by Gilbert and Sullivan	Policeman or detective
"The Major General's Song." From "Pirates of Penzance," by Gilbert and Sullivan	Soldier
"The Drum Major's Song." By Ambrose Thomas	Bandsman
"Travel Light." By William Schroeder	Porter
"The Two Grenadiers." By Schumann	Soldier
"The Village Blacksmith." By W. H. Weiss	Blacksmith
"I Am a Friar of Orders Gray." By Reeve	Clergyman
"The Peanut Vendor"	Peanut vendor
"The Bell Ringer." By W. Vincent Wallace	Bell ringer
"I Would I Were a King." By Arthur Sullivan	Monarch
"There Is Something about a Soldier." By George M. Cohan	Soldier
"The Farmer in the Dell"	Farmer
"Jolly Miller"	Miller
"Myself When Young." From "Persian Garden," by Lehmann	Philosopher
"Stouthearted Men." From "Naughty Marietta," by Romberg	N.W. Royal Mounted Policeman
"The Safe Side"	Tailor
"New Oysters"	Fisherman
"Into Parliament He Shall Go." From "Iolanthe," by Gilbert and Sullivan	Government worker

After the songs selected for the period have been sung, named, and designated as to occupation, followed by brief discussions of these occupations, the members of the group who are interested in music as a vocation may have the opportunity to ask questions of the guest musician. Thus the musical quiz serves to introduce the musician, to call to mind the possibilities of earning a livelihood in musical occupations, and to provide an opportunity to obtain firsthand information from one actively engaged in that

field. In the same manner that a speaker often establishes *esprit de corps* with a group by relating a humorous anecdote, the musician gains rapport by conducting the musical game. This part of the period is especially profitable, ease and informality having been achieved by the preliminary contest.

Phonograph records may be used if a professional singer is not available, in which case, of course, the very profitable opportunity of questioning a professional musician has to be foregone. Modern orchestral music descriptive of occupations is represented by the following records:

Pacific 231. By Honneger	Railroad engineer
Skyscrapers. By Carpenter	Construction worker

Also in lieu of a professional singer, members of the class may be selected to sing, hum, or whistle melodies privately designated to them by the chairman. This variation has the advantage of greater pupil activity and participation.

The difficulty of the game can be increased by using less familiar selections, ending with selections calling for the occupations of certain characters in operas. If records of the operas suggested below are not available, the names of characters and operas may be presented. Groups may have access to collections of opera stories such as *The Victor Book of the Opera* and Kobbe's *The Complete Opera Book*; time may be allowed for the necessary reference work.

#### OPERA QUIZ

<i>Opera</i>	<i>Name of Character</i>	<i>Occupation</i>
"Aida," By Verdi	Rhadamès	Guardsmen
	Ramfis	Priest
"Andrea Chenier." By Giordano	Andrea Chenier	Poet
"Barber of Seville." By Rossini	Figaro	Barber
	Don Basilio	Music teacher
	Bartolo	Physician
	Bertha	Governess
"La Bohème." By Puccini	Rudolph	Poet
	Marcel	Painter
	Schaunard	Musician
	Benoit	Landlord
	Mimi	Maker of artificial flowers

<i>Opera</i>	<i>Name of Character</i>	<i>Occupation</i>
"Boris Godunov." By Mous- sorgsky	Tchekalov	Secretary
"Caponsacchi"	Caponsacchi	Priest
"Carmen." By Bizet	Zuñiga	Soldier
	Carmen	Cigarette maker
"Cavalleria Rusticana." By Mascagni	Alfio	Teamster
"Dinorah." By Meyerbeer	Hoël	Goatherd
	Corentino	Bagpiper
"Don Giovanni." By Mozart	Leporello	Valet
	Masetto	Peasant
"Faust." By Gounod	Faust	Philosopher
	Valentine	Soldier
"Fidelio." By Beethoven	Don Fernando	Prime minister
	Rocco	Jailer
"The Flying Dutchman." By Wagner	Mary	Nurse
	Daland	Sea captain
"Der Freischütz." By von Weber	Cuno	Ranger
"La Gioconda." By Ponchielli	La Gioconda	Singer
	Barnaba	Spy
"The Gondoliers." By Gilbert and Sullivan	Marco and Giu- seppe	Gondoliers
"Hansel and Gretel." By Hum- perdinck	Peter	Broom maker
"Iolanthe." By Gilbert and Sullivan	Strephon	Shepherd
"La Juive." By Halévy	Eleazar	Goldsmith
"Lohengrin." By Wagner	Henry the Fowler	Monarch
"Lucia di Lammermoor." By Donizetti	Raymond	Chaplain
"Madame Butterfly." By Puc- cini	Pinkerton	Sailor
"Die Meistersinger." By Wag- ner	Pogner	Goldsmith
	Beckmesser	Town clerk
	Hans Sachs	Shoemaker
	Vogelgesang	Furrier
	Kothner	Baker
	Eisslinger	Grocer
	Moser	Tailor
	Ortel	Soap boiler
	Schwarz	Stocking weaver
	Folz	Coppersmith
	Magdalena	Nurse

<i>Opera</i>	<i>Name of Character</i>	<i>Occupation</i>
"Martha." By Flotow	Lionel and Plunkett	Farmers
"Mignon." By Thomas	Laertes	Actor
	Philine	Actress
"Pagliacci." By Leoncavallo	Tonio	Clown
"Rigoletto." By Verdi	Giovanna	Nurse
"Sadko." By Rimsky-Korsakow	The Two Elders	Merchants
"The Sorcerer." By Gilbert and Sullivan	Mr. Daly	Clergyman
	Miracle and Copelius	Magician
"The Tales of Hoffman." By Offenbach	Tosca	Singer
"Tosca." By Puccini	Cavaradossi	Painter
	Scarpia	Policeman
	The Learned Judge	Lawyer
"Trial by Jury." By Gilbert and Sullivan	Dame Carruthers	Tavern keeper
"The Yeoman of the Guard." By Gilbert and Sullivan	Shadbolt	Jailer

A quiz game involving operatic characters is another variation to start the discussion. Preliminary contests may be conducted in several homerooms, without pianos or recordings, to select the pupil representatives for an assembly program. Questions similar to the following will aid in determining the opera quiz experts:

In what opera would you find the following:

- Governor, shepherd, fisherman, and captain of the guard?  
*Answer:* "William Tell." By Rossini.
- Duke, count, nurse, pages, monks, soldiers?  
*Answer:* "Romeo and Juliet." By Gounod.
- Governor, secretary to a Governor, sailor, page, astrologer, and judge?  
*Answer:* "The Masked Ball." By Verdi.
- Physician, music-master, page, gardener, and lawyer?  
*Answer:* "Le Nozze di Figaro." By Mozart.
- Composer, violinist, hotel manager, railroad employer, policeman, chauffeur, and hotel night watchman?  
*Answer:* "Jonny Strikes Up the Band." By Krenek.

### *Family Names from Ancestors' Occupations*

The relationship between family names and occupations has possibilities for a fascinating game. Many surnames are the names

of occupations. In answer to the question, "How many persons can you think of whose names denote an occupation?" pupils may compile lists of family names that designate the occupation followed by their forebears. Thus the names of Butler, Carver, Cook, Groom, Hunter, Page, Porter, and Steward denote the titles of functionaries in great households maintained by royalty, nobility, or the Church. Baker, Barber, Brewer, Carpenter, Cook, Farmer, Fisher, Forester, Miller, Miner, Painter, Sawyer, Sexton, Shepherd, Walker, and Weaver will be occupational family names found on many class rolls and in many local telephone directories.

Clues may be given to the recognition of other names having a vocational source, such as Latimer (Latin translator) and Baumgartner (tree gardener — German). Extra credit may be given for names derived from business occupations such as Clark (clerk). The occupations which no longer exist will not be easily recognized today, but the act of tracing the occupational derivation will make the student aware of the fluidity of occupations. For tracing names to occupational sources, a useful reference book is *Surnames*, by Ernest Weekly. (Dutton, 1937.) A list of old occupations and family names adopted about the 13th century may be found in the article, [7] "Family Names from Forebears' Occupations."

### *Pantomime*

Younger pupils enjoy a game in which groups of pupils represent in pantomime the workers in an occupation, while those on the opposing teams guess the name of the occupation. As soon as a member of a group recognizes the gestures and movements of the workers represented, the performance ceases. A team may increase its score by classifying the occupation into the proper division of the U.S. Census. Some suggestions are given below:

Doctor:

Imitates a doctor shaking his thermometer. Removes his stethoscope from his pocket, fits the tubes into his ears, applies the instrument to various portions of the "patient's" chest and listens intently.

Barber:

Applies lather to customer's face, strops razor, and begins to shave.

Soda clerk:

Prepares sundae by dipping out ice cream, pumping sauce over ice cream, applies finishing touches and serves customer.

Wireless operator:

Spring to alert position while seated, picks up earphones and adjusts them, adjusts volume control, and writes message on paper.

Artist:

Holds palette on left arm, mixes colors, and applies brush to canvas.

Other occupations which lend themselves to this contest are as follows:

Aviator	Minister
Truck driver	Singer
Hardy's hat saleswoman	Musician
Tailor	Soldier (squad drill)
Typist	Policeman on beat
Postman	Paperhanger
Draftsman	Biologist (with microscope)
Baker	Streetcar operator
Lawn mower	Painter
Farmer (milking)	Woodchopper
Surveyor	Elevator operator

### *Paper Charades or "Draw-It" Charades*

Another recreational activity which can be related to occupational titles is "draw-it" charades. Some lighter games of this nature can be played in a very short time and give heaven. The class divides into two or more groups, each supplied with a large paper pad and pencil. Each group sends a representative out of the room to confer with an umpire on the choice of an occupation to draw. At a signal from the umpire the representatives return and, without speaking, try to communicate the word to their respective groups by drawing pictures on the paper. Numbers may be used, but no words. The first group to guess the occupation wins a point and other representatives take their turn.

Titles of occupational books or proverbs suggesting vocational titles may be chosen instead of single words, if that variation is agreed upon.

Groups may be formed by drawing slips of paper from a box containing names of business occupations from the following clas-

sifications: stenography, computing, recording, general clerical, and public contact work.

### *Identifying Description*

A pupil gives the requirements or describes the general characteristics of an occupation and asks others to identify it. He may answer "hot" or "cold" as answers approach the correct one, and answer any questions by "yes" or "no." Distribute points in proportion to the number of minutes required for the group to identify the occupation. Occupations may be limited to those in the clerical group.

### *Vocational Costume Party*

One of the social events may be a vocational dress ball at which pupils represent either a vocation or an avocation. A trinket pinned on the regular dress or something carried may fulfill the costume requirement.

Individuals or groups whose costumes most appropriately suggest vocational or avocational interests or represent some well-known contemporary in the world of work are awarded prizes. Also singled out for awards may be the pupil wearing the most original costume, the prettiest, the funniest, and the one that baffles all identification. Student and faculty judges may be assisted by a vote of the participants. A grand march may take the form of a "Parade of Tomorrow" with the painter, butler, nurse, barber, farmer, doctor, surveyor, and chemist arrayed in the garbs of their occupations. A "Parade of Ambition" of would-be scientists, suggested in the list on pages 107-108, would serve as a panorama of scientific occupations.

Other games are described on pages 80-81.

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## IX

### The School Assembly and Dramatization

**T**HE assembly, a period of inspiration and entertainment, is dependent largely on pupil participation for successful achievement of its aim. Its influence is attested by the length of time adults remember their former school assemblies and by their willingness to build auditoriums into practically all the new school buildings. As the assembly reflects the interests, activities, traditions, and relationships within the school, both curricular and extracurricular, vocational guidance will be featured on some of the programs.

Typical programs which may increase the interest in occupations are: 1. College information; 2. School club activities; 3. Talks by community representatives; 4. Vocational town hall meeting; 5. Dramatizations.

#### 1. GIVING COLLEGE INFORMATION

An address by a visiting official from a college gives substance to the assembly program, as well as helpful information which students can use in planning their lifework.

A variation of the assembly talk is a colloquium, or informal question-and-answer discussion, utilizing recent graduates who are home from college. The interlocutor may be one of the high school chairmen, who will receive any questions from the audience. The discussants should be selected and invited by the student groups. Members of the alumni grouped on the platform express their opinions on the various topics raised. Further details of this plan are described on pages 243-245.

#### 2. SCHOOL CLUB ACTIVITIES

A program may be built around the purposes and activities of school clubs, each club preparing the dramatization for its scene. To illustrate:

Business Club	— Employment Interviews
Courtesy Club	— Some Contrasts in Manners
Reading Club	— Exhibit and Poster Display

Design Typing  
Photoplay Club

Exhibit and Demonstration  
Program dealing with Educational  
and Recreational Guides

A short résumé of the objectives of the club and its common activities may be included before the dramatization, making this assembly program the basis on which the student may select his club membership for the coming year. It reveals the number and variety of clubs open to him.

This type of program is designed primarily to furnish inspiration to prospective members, and to encourage every pupil to take an active part in one club. In the dramatization, however, the ingenious leader will often find the opportunity to include parts having vocational significance.

### 3. TALKS BY COMMUNITY REPRESENTATIVES

Very enlightening to young people are assembly talks by employers or personnel managers on topics such as: The Kind of Employees That Receive Promotion in Our Firm, How We Select Our Employees, The Kind of Workers We Need, and Trends of Employment in Our City.

Such assembly talks may be followed by conferences held simultaneously on several fields of work, with students attending the one of their choice. This plan is discussed more fully under Career Conferences.

### 4. VOCATIONAL TOWN HALL MEETING

A program modeled on a Town Hall Meeting may be arranged. Invite a board of experts to answer questions on specific occupations. Let each expert speak briefly before the question period. As an interesting variation arrange a "Vocational Information, Please" program, using a number of questions of general interest.

### 5. DRAMATIZATION

The use of dramatization has long been accepted as good pedagogy. Dramatic materials have been developed in great abundance in the fields of history, literature, good manners, and good morals. For giving information about business occupations, however, few such aids exist.

Although the material is meager, the possibilities are great and well within the limits of practical procedure for dramatizing: (a) Student-written assembly programs; (b) Episodes from biographies; (c) Attitudes, business conduct, and etiquette; (d) Radio scripts.

These are especially useful in club programs of The Future Business Leaders of America,\* Order of Business Efficiency,† and other organizations in the business education department.

It should be made clear that there is no intention in these sketches to urge pupils in high school to choose a vocation definitively. Rather, the aims are "to open their eyes to the many kinds of work there are to do; to engender a wholesome attitude toward all types of useful service; to enlighten young people concerning the considerations they should weigh in formulating occupational objectives; and to give them patterns which will assist them later in solving their occupational problems."‡

Some dramatizations may be used to give an appreciation of socially useful work. Among the most effective of these are student-written assembly programs.

#### (a) *Student-Written Assembly Programs*

The photograph numbered 24 illustrates an assembly program dramatized before the student body of the George Washington High School, New York City. Entitled "A Journey into the Future," it showed students projected into the occupational world of ten years hence. Various homeroom groups composed and dramatized the scenes in nursing, aviation, business, and other occupations, as the spotlight moved across the stage.

Although the dramatic form provides an effective means of instruction, the chief educational value of the material lies in the discussion of the problems encountered in writing and rehearsing the performance. As the above play was revised seven times, considerable discussion and research were involved in preparing the script. The project was more purposeful because of the desire to give accurate information to the student audience.

A twenty-minute dramatic production of similar nature is described in [5] "The Play's the Thing." The play opens at the

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\* Sponsored by National Council for Business Education.

† Sponsored by *Business Education World*.

‡ Kitson, H. D. Address before the National Vocational Guidance Association, New Orleans, La., February 19, 1937.

home of the class president, with thirteen seniors discussing their occupational ambitions after their graduation from high school. Each tells what he wants to do and why. The second scene portrays the same group ten years later at a prearranged reunion, when each graduate tells of his success or failure.

An article, [2] "Dramatization in the Field of Group Guidance," describes an assembly program consisting of a series of dramatic sketches which show the effects of careful or careless planning for the fields of engineering, nursing, stenography, music, and a trade. This formed the basis of homeroom discussions following the program.

### *(b) Episodes from Biographies*

Episodes from the lives of successful men and women make good material for dramatization purposes. For example, sixteen playlets, running in production to fifteen minutes apiece, may be found in [6] *Plays of America's Achievements*, presenting eminent Americans and their inventions or discoveries. Thus one play portrays Field and the cable, Reed and yellow-fever control, Morse and DeWitt Clinton, and Bell and Gorgas, so that many interests are represented. None of these playlets calls for elaborate scenery or properties.

### *(c) Attitudes and Business Conduct*

The dramatic approach has a decided advantage over lecturing and sermonizing for the development of business attitudes, customs, and practices. It is a subtle but emphatic tool. In this area, the dramatization vitalizes not only the quest for information but the information itself. The students will seek firsthand information about the parts played. The girl who is to play the role of secretary to the president of an insurance company will visit an insurance office and see for herself how an efficient office assistant conducts herself, and how she secured promotion.

Plays similar to [1] *Not to the Swift — A Play of the Business World Today* or *Diogenes Looks for a Secretary* point up the maxim: "He who never does more than he is paid for never gets paid for more than he does."

*A Day in the Office*, a short play, published by the Gregg Publishing Company, includes a series of typical secretarial problems, such as meeting office callers, handling telephone calls, sending

telegrams, and the multiplicity of demands that make up the business day.

Thirty short plays dealing with office situations and business attitudes may be found in *Key\$ and Cue\$ — Business Plays*, by Findlay and Findlay, published by Gregg Publishing Company.

Most of these sketches are entertaining and thus make a greater impression on the young audience.

#### (d) *Radio Scripts*

One of the easiest dramatic forms to use in the classroom is the radio script, which need not be memorized and can be presented after a few informal rehearsals. Sources of radio scripts are discussed in Chapter III. The following list of dramatic sketches contains many that have been broadcast.

#### DRAMATIC SKETCHES ON VOCATIONAL THEMES

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- Davidson, James. "Which Shall I Choose?" Pp. 421-424
- Derrick, Helen. "A Librarian Is Interviewed" Pp. 380-385
- Derrick, Helen. "The Mazons Entertain." Pp. 333-340
- Lincoln, Mildred E. "Workers Who Help Each Other." Pp. 326-332
- Business Plays and Mock Trials*. South-Western Publishing Co., January 1941
- Covington, Edward Daniel. "Three Saturdays." *Industrial Education Magazine*, November 1938. Playlet on woodworking.
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- Findlay, Bruce A., and Findlay, Esther B. *Key\$ and Cue\$ — Business Plays*. Gregg Publishing Company, 1934.
- Gregg Publishing Company plays
- Alice C. Green *Personality and Your Job*. 12¢
- Dorothy M. Johnson. *Training for Careers*. 8¢

- Donothy M. Johnson. *A Girl and Her Shadow*. 126
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- Helen M. Johnston. *A Day in the Office*. (A business play that dramatizes business behavior. Study questions are included.) 126
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- Dilworth, Eleanor M. "Round Pegs or Square." Pp. 302-308
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- Miller, Leo R. "Who Makes the Self-Made Man?" Pp. 472-476. February 1943.
- Towner, Marion W. "Do You Like to Work Outdoors?" Pp. 492-495. March 1935.
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- "Applicants." Office scene where applicants are being interviewed for a position.
- "I Apply." Another office scene.
- "The Pursuit of Happiness." Theme of choosing the right vocation.
- "The Shopping Center." Centers around activities of a store.
- "What Are Your Plans?" Action occurs in a study hall.
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One of the playlets follows for illustrative purposes.

### APPLYING FOR A JOB \*

TIME: The Present

PLACE: Scene I — Living room of the Kenyon family in Plains City  
Scene II — Assembly room of the high school in Plains City

#### CHARACTERS:

*Irene Kenyon*, age about 17, a stable and practical type to contrast with the somewhat flighty Celia

*Stephen Grant*, age about 17, Irene's cousin, intelligent, and with a nice sense of humor.

*Celia Merwin*, age about 16, rather gushing, over-emphatic, emotional.

*Ned Chapin*, age about 17 Since he is not conspicuously different from Stephen in any way, it will be necessary to rely on a difference in voices to distinguish the two characters.

*Amy Kenyon*, age about 35, aunt of Irene and Stephen, brisk, able, successful, modern business woman, sympathetic, and with a pleasant humorous outlook.

NOTE: The voices of the various boys and girls heard in the Job Clinic scene may be distributed among the four young people listed above.

#### *Announcer*

You often hear the remark — you may even have made it yourself! — that it isn't ability that gets you the job, but knowing how to sell yourself. This isn't strictly true, of course; nevertheless we have all noticed that frequently a person who has relatively little to offer wins out over one who has much, merely because he is able to make an effective presentation of his assets. You can hardly blame the em-

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\* Vocational Guidance Broadcast of the American School of the Air, March 5, 1937. Printed by permission of H. D. Kitson, chairman of National Occupational Conference committee in charge of preparing these scripts.

players for this. They are usually busy men. They are obliged to see a great many people in the course of a day. They cannot take time to dig out of an applicant for a job the information about him they need. It is only natural, therefore, that they should be inclined to favor the one who gives them this information *without* digging.

What is an effective presentation? That is what we are going to demonstrate to you through today's vocational guidance drama of the American School of the Air, entitled "How to Apply for a Job."

As the curtain rises on the first act, we see the living room of the Kenyon family in Plains City. Irene Kenyon, an attractive girl of about seventeen, is seated at a table piled high with school books. But apparently her mind is not on her homework, because she keeps glancing expectantly toward the door. As the action begins, this is thrown impetuously open, and her cousin, Stephen Grant, a youth of about her own age, bursts into the room.

IRENE. *(Not too cordially)* Oh! It's you, Steve! You certainly got around here in short order.

STEPHEN. *(Breathlessly)* Where's Aunt Amy? Did she get here all right?

IRENE. Yes. She's upstairs now, freshening up after her journey.

STEPHEN. Gee, I can hardly wait to see her! How soon will she be down?

IRENE. That's what I'd like to know. *(With a deep breath)* Oh, there's such a *lot* I want to ask her!

STEPHEN. Me, too. I -

*(Telephone rings. Sound of telephone taken off hook)*

IRENE. *(Into the telephone)* Hello! *(Slight pause)* Oh, Celia! How are you? *(Slight pause)* Aunt Amy? Oh yes. She came. *(Slight pause)* No, I really couldn't say -- *(Slight pause. Then, a little irritably)* But Celia, how *can* I tell you when she'll be ready to see callers when I've hardly had a chance to say "hello" to her myself! *(Pause. Then, not too hospitably)* All right, come along. But I can't promise that she'll see you.

*(Hangs up telephone)*

STEPHEN. What's Celia up to?

IRENE. *(In a tone of annoyance)* Oh, she wants to come over to see Aunt Amy.

STEPHEN. Well, of all the nerve! Before Aunt Amy's own family has had a chance to --

*(Telephone rings. Sound of telephone taken off hook)*

IRENE. Hello. *(Then very cordially)* Ned! How nice to hear from you! *(Slight pause. Then with a sudden change to a tone of marked coldness)*



My Aunt Amy? Yes, she arrived. (*Pause*) No, I don't know when she will be ready to receive callers. Oh, please don't — (*Breaks off and jiggles telephone receiver*) Hello! Hello! (*Then to Stephen*) He hung up.

STEPHEN. (*Ironically*) That means he'll be right over, too!

IRENE. What is this, anyway? Why should they crash in on Aunt Amy before she's hardly had a chance to get her hat off?

STEPHEN. Don't you *know*?

IRENE. You mean they —

STEPHEN. Certainly! Aunt Amy is employment manager for a corporation that employs a great many people. She's in a position to —

IRENE. (*In a burst of enlightenment*) I see. They want to talk to her about getting a job.

STEPHEN. (*Impressively*) Even as you and I.

(*Sound of door opened and closed*)

STEPHEN. (*Delightedly*) Aunt Amy! Gee, but it's great to see you!

AMY. It's great to see you, too — my great, big, grown-up nephew!

(*Doorbell rings*)

IRENE. (*In an undertone to Stephen*) That would be Celia!

STEPHEN. (*In an undertone to Irene*) Or Ned!

AMY. (*Hastily*) If you children are expecting callers —

IRENE. Oh, these callers aren't ours, darling. They're yours.

AMY. Mine?

(*Door is thrown open and banged shut as Celia bursts in*)

CELIA. (*Excitedly*) Irene! Stephen! Will you *please* introduce me to your aunt? I've been simply *living* to meet her.

IRENE. (*Stiffly*) Oh, certainly. Aunt Amy, this is Celia Merwin. She's in our class at high school.

CELIA. Oh, Miss Kenyon, could I have a talk with you? You see I'm graduating from high school this June, and I'm frightfully anxious to land a job. I thought you might be willing to tell me how to go about making an application.

(*Doorbell rings*)

STEPHEN. (*Again in an undertone to Irene*) That would be Ned now for sure.

IRENE. (*With a deep sigh*) I'm afraid so.

(*Door is thrown open and closed with a bang as Ned bursts in*)

IRENE. Aunt Amy, this is Ned Chapin.

NED. I certainly am glad to meet you, Miss Kenyon. I've been looking forward to this ever since I heard you were coming.

STEPHEN. (*Significantly*) Ned is in the senior class too, Aunt Amy. And he, also, is getting ready to look for a job.

AMY. Yes! *(Then with quiet good good humor)* So that's the secret of my popularity! Your young people think because I'm an employment manager I can put you all to work.

CELIA. Oh, *would* you, Miss Kenyon?

AMY. Well, hardly that. But I may be able to give you some ideas on how you can get work for yourselves.

STEPHEN. (*As if struck with an inspiration*) Look! I've got it! Now that Aunt Amy is here to help us, let's put on a job clinic.

CELIA. | *(Speaking in unison)* A job clinic?

IRENE. |

NED. That's an idea!

CELIA. But what is a job clinic?

STEPHEN. A job clinic is the latest way of showing people how to apply for jobs.

NED. And how *not* to apply for jobs.

STEPHEN. A lot of schools and colleges have been organizing them.

AMY. And a very good thing they are, too. As a long-suffering employment manager, I'm for them, one hundred per cent.

STEPHEN. (*Eagerly*) Then you will help us put on a job clinic at our high school!

CELIA. Oh, Miss Kenyon, please, please do!

IRENE. *Could* you, Aunt Amy?

NED. It would help us all such a lot.

AMY. (*With decision*) Then I'll do it. When? Where? How?

STEPHEN. | Three cheers!

NED. | *(Speaking in unison)* Hurrah for you, Miss Kenyon!

IRENE. | Oh, thank you, Aunt Amy!

CELIA. | How wonderful of you!

STEPHEN. (*Excitedly*) We'll get the big assembly room at school. Ask everybody in the graduating class to come. It'll be the biggest thing for those kids that ever —

(*Fading*)

*Announcer*

And now, the job clinic. All the members of the senior class, apparently, are gathered in the assembly room at the high school. Aunt Amy is on the platform, and with her, Irene, Celia, Ned, and Stephen. Stephen is presiding. Ah, there goes his gavel, calling the meeting to order!

(*Confused babble of many voices, silenced by the sound of a gavel as Stephen calls the meeting to order*)

STEPHEN. Fellow students! We are about to hold a job clinic. The

idea is to show by practical demonstration what we should — or, perhaps, what we should *not* do when we go to apply for jobs. Miss Amy Kenyon, employment manager of the Mid-Western Furniture Manufacturing Company of Chicago, has kindly consented to serve as our diagnostician. Celia, Irene, Ned, and I will act as her subjects. We shall apply to her for jobs, and she will point out our mistakes. If we make a lot of mistakes, it isn't necessarily that we, in our own persons, don't know better, but because we want to illustrate those most commonly made. Afterwards if any of you would like to make an application of your own, Miss Kenyon will be glad to tell you what's wrong with it. I now turn the meeting over to Miss Kenyon.

*(Applause)*

AMY. You are to imagine that this is the employment office of a business organization. I am the employment manager. My first applicant, as I see by the application blank he has filled out and by the letter of application that accompanies it, is Mr. Ned Chapin. And here he comes.

*(Applause. Cries of "Hello there, Ned." "Go to it, boy.")*

AMY. Good morning, Mr. Chapin. Will you sit here, please.

NED. *(Gruffly)* Okay.

AMY. I see that you have neglected to answer the question on your application blank in regard to the kind of work you would like to do. Just what sort of position did you have in mind?

NED. Oh, I'm not particular. Any old job you wanted to give me would be all right with me.

AMY. But exactly what can you do?

NED. *(Carelessly)* Oh, 'most anything, I guess.

AMY. Really? I suppose then you understand the various systems of office filing?

NED. Filing? What's that?

AMY. Well, if you don't even know what it is — Can you use a typewriter? Operate a duplicator? Run an adding machine?

NED. Naw. Nothing like that.

AMY. I'm afraid we could hardly use you in the office. But there might possibly be a chance for you in our factory. Did you take any shopwork in school?

NED. Yeah. I took shop.

AMY. Just what courses?

NED. Woodworking. Furniture making.

AMY. And did you get high averages?

NED. Mostly A and B.

AMY. Would you be interested in going into a factory to learn furniture making?

NED. *(Smiling warmly to life.)* I sure would. Gee! I'd like it better'n anything I can think of.

AMY. Why didn't you say so in the first place? I'll give you a note to the foreman of our factory. He may be able to find a place for you. Good morning.

NED. Okay. Well, so long, lady.

*(Applause)*

AMY. It's pretty obvious what was wrong with that application. But suppose some of you point out the most glaring errors.

GIRL'S VOICE. I don't think he ought to have been chewing gum.

BOY'S VOICE. He shouldn't have said "okay," "yeah," "naw," or "so long," and he should have sat up straight instead of lounging in his chair.

AMY. Any further criticisms? *(Pause)* Didn't anybody notice that he failed to answer one of the most important questions on the application blank -- the one in regard to the type of work he wanted to do? That was really his most serious mistake. It was especially stupid because he had in his shopwork something of real value to a furniture manufacturing concern. And now who is our next applicant? Miss Celia Merwin, I see by her application blank. Good morning, Miss Merwin. Will you --

CELIA. *(Gushingly)* Oh, how do you do, Miss Kenyon. I just ran in to see whether by any chance you had a job for me yet. *(Sound of several parcels dropped to the floor)* Oh, dear! There go all my packages -- just because I tried to shake hands. *(Giggling)* You can see I've been shopping. Do you mind if I put my parcels here on your desk? What a lovely office you have! You know I believe I'd just love working here!

AMY. What kind of work did you --

CELIA. *(Breaking in)* Oh, of course I want a secretarial position. *(Archly and with a self-conscious giggle)* With a very nice man, of course. Oh, and do you give Saturday afternoons off? Because I simply couldn't work in a place where I didn't have my Saturday afternoons, you know. I suppose I'd get a two weeks' vacation. And what are your hours, please? And what do you pay your secretaries?

AMY. Have you had any secretarial experience?

CELIA. Mercy, no. I'm just out of high school. But we all have to make a beginning, don't we?

AMY. I'm afraid we have no place for you here, Miss Merwin. Good morning.

CELIA. *(Protestingly)* But, Miss Kenyon --

AMY. And I suggest that before you apply anywhere else you find out some of the requirements for a secretary.

CELIA. (*As she makes her exit*) Well, I must say —

(*Applause*)

AMY. And now for the criticisms.

GIRL'S VOICE. Her clothes were too fussy. She shouldn't have worn those dangling earrings, or the bangles. And the polish on her nails was much too deep a red.

ANOTHER GIRL'S VOICE. The heels of her shoes were run over, and there was a run in one of her stockings. And the white frills on her dress needed laundering.

BOY'S VOICE. She made a mistake in bringing all those parcels along with her to a business interview and parking them on the interviewer's desk.

ANOTHER BOY'S VOICE. She talked too much, and about the wrong things.

AMY. Quite right. By asking about Saturday afternoons, and vacations, and hours and salary, she showed that all she thought of was what she could *get* rather than what she could *give*. By running in from shopping with her arms full of bundles, she showed that she was not taking her job-hunting very seriously. Also, I hope you noticed that she demanded a position for which she was not qualified. In fact, she did not even know the requirements. Now, who is next? Ah, Stephen Grant!

(*Applause. Cries of "Hey, Steve!" "You tell 'em," etc.*)

AMY. I am afraid, Mr. Grant, that I shall have to ask you to put out your cigarette. Smoking during office hours is not allowed

STEPHEN. Okeydoke.

AMY. In your application blank you say you are sure you could make yourself invaluable to us.

STEPHEN. (*Cockily*) Yes, *ma'am*. I certainly do feel I could make myself invaluable.

AMY. What makes you think so?

STEPHEN. (*Boastfully*) Well, I'm a glutton for work, I've got ability, and I've got a swell education.

AMY. Ah, you're a college graduate, then?

STEPHEN. (*Slightly taken aback*) College? Well, no. But I've been through high school.

AMY. Have you had any specialized training?

STEPHEN. No, nothing special. Just a general education.

AMY. And at what type of work did you feel you could prove yourself invaluable to us?

STEPHEN. I rather thought salesmanship would be my line.

AMY. But this firm does not employ salesmen.

STEPHEN. (*Astonished*) No? I guess I'll have to take anything you want to give me — just as a starter, I mean.

AMY. As it happens, Mr. Grant, the only jobs we have open, or expect to have open, require specialized training. I'm afraid we have nothing for you. Good morning.

STEPHEN. (*Incredulously*) You mean you —

AMY. Just what I said. We have nothing for you. Good morning.

(*Applause*)

AMY. Can anyone point out the mistakes in this application?

BOY'S VOICE. He shouldn't have been smoking that cigarette when he came in.

GIRL'S VOICE. His clothes looked as if they needed pressing. And his shoes hadn't been freshly shined.

BOY'S VOICE. He was entirely too cocky. And he couldn't prove he had anything to be cocky about.

AMY. All good points. And here's another: he hadn't found out in advance that the type of work he wanted wasn't to be had in the organization to which he applied. Also, it is always a mistake to make an evaluation of yourself and your abilities. Stick to the bare facts. The interviewer will do the evaluating. And now for our last subject, Miss Irene Kenyon.

(*Applause*)

AMY. I suppose, Miss Kenyon, you have called in regard to your application. I've been looking it over, and I note that it is neatly and completely filled out, that there are no conflicting dates or statements, and no misspelled words. And you have given us full and explicit information in regard to yourself, your business assets, and the type of work you wish ultimately to do. This is so rare that I must say it has given me a very favorable impression of you already.

IRENE. (*With the perfect business manner*) Thank you. I realize that, as yet, I haven't much to offer. But I'm taking an evening course in business training, and I expect to be able to qualify soon as a really expert stenographer. In the meantime, is it too much to hope that I may get a start as a filing clerk, receptionist, switch-board operator, or assistant in the mailing department?

AMY. I think not, since apparently you have the necessary qualifications. The head of our mailing department may be able to use another assistant. I'll speak to her. I'll let you know in a few days.

IRENE. That is very kind of you. Good morning. And thank you so much for seeing me.

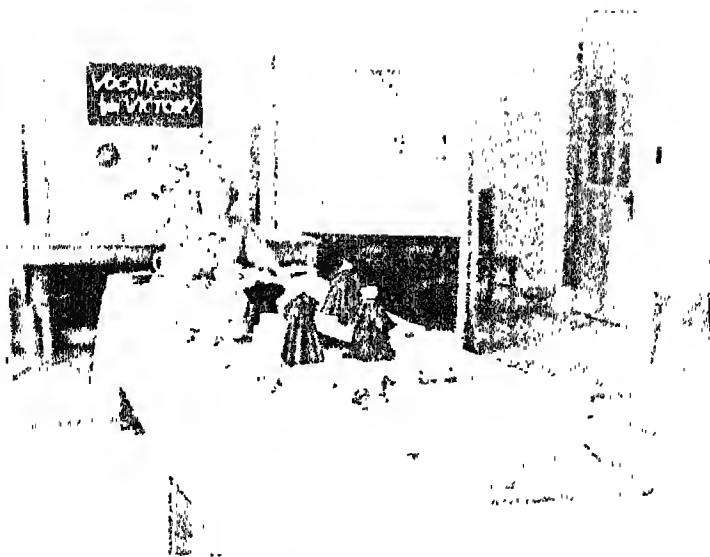
(*Applause*)



17. Stimulating use of library materials by combining an exhibit with book display (P. 47)

18 and 19 (below). For the Privilege Day program, one group chooses to learn about stamp collecting, while another learns of camping skills. West Bend. (P. 98)





20. A Vocational Book Fair combined with a Diploma Tea. (P. 218)



21. Book Fair at Diploma Tea in honor of graduates. West Bend, Wisconsin. (P. 218)



AMY. Any comments? (*Pause*) What? No criticisms whatever?

GIRL'S VOICE. I couldn't find anything wrong. It seemed about perfect to me.

BOY'S VOICE. And to me. She was all business — looks, manner, speech, everything.

AMY. That's exactly the point. She was, as you say, "all business." Her clothes had been chosen for their suitability to business. Her manner had the quiet, well-poised, modest assurance that business requires. Her voice was pleasantly modulated, her speech correct. The information she gave was explicit and to the point. And furthermore, it showed that she had given careful thought to her qualifications, and also to the varieties of work to be had in the organization to which she was applying. I should say that it was practically a model application, of its kind

(*Applause*)

AMY. And now what about some volunteers from the audience? If any of you would like to offer yourselves as subjects and make a sample application, I shall be pleased to give you my comments and criticisms.

(*Fading*)

*Announcer*

Again we remind you that we have prepared a leaflet containing lists of helpful books and magazine articles. These you may have by calling at the Office of the Business Education Department.

#### SELECTED REFERENCES

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4. OTTO, HENRY J., and HAMRIN, SHIRLEY A. *Co-Curricular Activities*. Appleton-Century Co., 1937.
5. "The Play's the Thing" *Occupations, the Vocational Guidance Magazine*, p. 256. December 1936.
6. ULLMAN, SAMUEL S. *Plays of America's Achievements*. Dodd, Mead and Co., 1941.

## X

### Broadening Occupational Horizons Through Avocational Pursuits

VARIOUS means for broadening occupational horizons and exploring vocational interests and aptitudes have been described thus far. Another significant method is the use of avocational activities. Many youth are not inherently interested in any particular occupation for a future that seems far in the hazy distance, but will be stimulated by co-operative activity in science, mechanics, music, collecting, or managing and producing a school paper. Interests, if varied and deep, spur pupils on to the acquisition of further knowledge -- and to further activities which may influence their educational and vocational ideals and achievements.

Among the values to be derived from avocational pursuits there are at least seven that are related to vocational guidance: recognition of interests and ambitions; exploration, tryout, and sampling of kinds of work; vocational training; training in business methods; concentrated and efficient effort; development of personality; and contacts with adults of similar interest, both amateur and professional.

#### *Carefully Planned Experiences Must Be Provided*

There is general acceptance of the philosophy that "by using every means at its command, the secondary school must help its pupils to cultivate in number, variety, and depth the enduring interests which intelligent people develop from their contacts with life." \*

Interests are not spontaneous nor are they inherent or ready-made. Deep and abiding interests usually appear when the individual has been exposed to something that arouses his curiosity, and when the process of satisfying this curiosity is both pleasant and satisfying. Experiences must be provided that will produce the disposition to act in such a way as to tap the inner resources of mental activity and furnish the desire that is necessary to learn-

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\* *Frontiers of Secondary Education*, p. 71. Bulletin of the Dept. of Secondary-School Principals, # 61, January 1937.

ing. Experiences which will provide the readiness and mental receptivity must be carefully planned to give the opportunity to try a variety of experiences in a variety of fields of activity.

Interest is developed in many avocations by the methods suggested by William James in 1900 in *Talks to Teachers* and by John Dewey in 1913 in *Interest and Effort*. Both men advocated the growth of interest by inducing pupils to secure information about the object and arousing activity toward it. This activity centering around a variety of leisure interests is provided in many schools by a combination of several methods: 1. Enrichment or supplementary assignments in class work; 2. Hobby group meetings during homeroom or "activities" period; 3. Individual members of a class, homeroom group, or club working on special interests; 4. Community hobby show conducted by school with the co-operation of community organizations and hobbyists.

#### I. ASSIGNMENTS FOR ENRICHING BUSINESS COURSES

##### *School Publications*

A school publication serves to enrich shorthand, typewriting, and office practice classwork. The preparation of a weekly mimeographed school paper, or a section of it, provides experiences for exploratory activities in many fields. The news gathering, advertising campaign, collection of commercial advertisements, stenciling, mimeographing, collating, circulation, and distribution afford excellent opportunities for exploration in the field of business and clerical occupations.

The most effective use of a school paper for vocational guidance purposes is not to impart specific occupational information but to arouse interest in extending an organized program of vocational guidance in the schools.

If a school or commercial department paper is published, a column or page may be set aside for regularly featured news write-ups concerning educational and vocational guidance. If the paper is mimeographed, some appropriate designs may be mimeographed as headings for each column. For example, a series of articles on "Vocational Outlets of School Subjects" may begin with a design pointing out the significance of the subject under discussion. "Clues to Careers" may be the title of another series of articles, discussing courses, summer jobs, after-school work, hobbies, interests, sports, likes and dislikes, and other tryout ac-

tivities. Comments on new vocational books may be interspersed, when space permits.

Mimeographed steps and ladders, indicating the promotional steps in an occupation, the steps to take in securing the desired job, or the steps taken by a successful worker as revealed by his biography, are graphic reminders of some of the group discussions.

A tabulated report of vocational choices as expressed on interest inventories, summaries of career conferences or vocational book fairs, including names of participants, will all keep the subject of career planning before the students.

An example of data from the United States Census may arouse interest in examining the facts concerning occupations and salaries.

Lists of jobs held by last year's or a previous year's graduating class, or the results of a follow-up of graduates, showing what jobs they started out in and what they were doing five years hence, make interesting as well as thought-provoking newspaper data. A girl may have the impression that stenography, teaching, and nursing are the only occupations to consider and will have her interests widened by observing in the school publication the vocational choices of her schoolmates. If she reads that the survey of occupations for which her class is preparing, as indicated on last week's inventories, includes radio dramatics, chemical research, child psychology, business economics, nutrition, engineering aid, etc., she will be more alert to collect significant information on occupational trends, conditions, and opportunities in those areas of work.

If a school paper is not regularly published, the commercial department may prepare and mimeograph a special issue to distribute with a program for a vocational conference, vocational book fair, hobby show, or other vocational guidance event.

The school yearbook likewise may be a means of italicizing the aims of helping youth to plan careers. Photographs of discussion leaders, student chairmen, and various activities, accompanied by summaries of the year's events, will promote a greater understanding and appreciation of the vocational guidance effort.

### *Other Sources of Enrichment*

The management of class organization, business clubs, cafeteria finance, plays, athletic teams, and school journeys furnishes additional vocational exploration in the field of business.

Supplementary assignments in business subjects may be found in the reports of the projects of organizations such as the Future Business Leaders of America, sponsored by the National Council for Business Education, and the Order of Business Efficiency, sponsored by *The Business Education World*. Interests are inculcated by inducing pupils to secure firsthand information about business and arousing some satisfying activity as an outgrowth of it.

In addition to these experiences trying out interests and ability in specific kinds of work, some assignments will aid in developing interests and spurring pupils on to the acquirement of further knowledge. Filing classes may add to a clipping and pamphlet file on hobbies, members of typewriting classes may correspond with other hobbyists, shorthand practice for home assignments may utilize literature concerning hobbies, and bulletin board displays may be arranged on various hobbies with design typing illustrations.

The typing of explanatory captions, letters of inquiry, purchase orders, and summarized reports for reference of future classes may be given credit in typewriting and office practice classes and at the same time deal with the content of the enrichment assignments in other classes. Credit may be given for collateral work which combines typewriting and letter writing with hobby interests. An example of a solid geometry enrichment project, which encouraged self-activity and gave varied experiences in the use of higher mathematics, is shown by Illustrations 26-27. Before the Christmas holidays of 1939, the solid geometry students of Forest Park High School, Baltimore, agreed to trim a Christmas tree with the small cardboard models of geometric solids which the students had made as an aid to their study. The result was beautiful, as well as unusual, and the tree attracted considerable attention. In 1940 it was decided that, in addition to the tree, a village should be constructed, all of the buildings to be made of geometric solids. A committee was formed, and volunteers of the two classes were asked to construct buildings for the village. This supplementary assignment was rich in content and stimulated students along lines of advanced mathematics. It helped pupils discover special interests, capacities, and limitations that have vocational significance. In similar activities the typewriting and office-practice classes may utilize and extend this interest if they are allowed credit for collateral work which utilizes typing and hobby interests.

## 2. HOBBY GROUP MEETINGS DURING HOMEROOM OR ACTIVITIES PERIOD

The curricula of many schools provide for training and experience in drama, music, art, and physical, manual, and household arts, but young people may develop interests in many other avocations. The homeroom or activities periods offer an opportunity for providing a stimulating environment by bringing together groups of young people who have interests in common.

For these activities periods, faculty members usually select leisure-time interests which they propose to encourage. It is usually found that the members of any staff are possessed of a genuine versatility which makes it possible for a large number of interesting groups to be formed. Membership in any one of the clubs is open to everyone who wants to find out more about the particular hobby with which the group is concerned, although pupils are encouraged to change groups at the end of each semester in order to explore, through participation, many varied fields.

It is desirable that the teachers serve as advisers for subjects in which they themselves are genuinely interested. Under the leadership of a teacher who possesses contagious enthusiasm, pupils may be led on to a greater, more sustained, and more continuous effort to acquire and to retain knowledge than by any other motive. These interests lead to efforts and the efforts in turn lead to higher interests. As Briggs states,\*

All must agree that hard work is necessary for the achievement of anything worth-while, and hard work is precisely what interests evoke. It can hardly be denied by anyone who takes the trouble to observe the facts that the work that one does when stimulated by interests is the hardest, the greatest in amount, and the most continuous that he ever performs. Not only that, it is undivided in its direction, there being no necessity, excuse, or desire for devoting a part of one's energies to escaping the uninteresting task set by another. It is intelligent in that it is devoted to a plan that recognizes the objective as interesting and desired, and for this reason it is economical.

The club meetings are usually planned and conducted largely by pupils, with teachers acting as advisers. Thus opportunity is given for the development of pupil initiative and leadership. Certain activity periods are set aside, for which it is suggested

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\* Briggs, Thomas H. *Secondary Education*, p. 703. Macmillan Co., 1934.

that club members secure individual hobbyists in the community to talk to them. Many hobbyists who are rich in their interests, stimulating in personality, and masters of their subjects will offer specialized activity leadership. Some of the civic, service, and hobby clubs in the community will furnish an inventory of qualified activity leaders, many of whom will offer assistance in sponsoring activities in their leisure-time interest. This mobilization of community resources broadens a program beyond the scope of faculty and pupil interests. Because of the infectious quality of their interests, the enthusiasm of these guest speakers will transmit to pupils the beginnings of many absorbing interests. (See Illustrations 28-33 and 49.)

When all the hobby groups meet during a school period, every pupil is given the opportunity to join one of the clubs. He is encouraged to follow one avocational interest which the school attempts to foster and direct. (However, a study room is provided for those who do not elect a hobby.) And the activities of a voluntary yet purposeful nature will contribute to the life-enrichment activities. If Briggs's golden rule of education, "The first duty of the school is to teach pupils to do better the desirable things that they will do anyway; another duty of the school is to reveal higher activities and to make them both desired and maximally possible," \* is kept in mind when selecting the hobby groups to be sponsored, such topics as photoplay, travel, conversation, and reading will suggest themselves.

### *The Career Club*

A career club may be a vehicle for the dissemination of occupational information. Spontaneous activities growing out of the interests and enthusiasms of the group offer a somewhat different approach to acquiring occupational information, particularly for the less academic-minded pupils.

Although the pupil leaders should choose the activities and formulate plans for carrying them out, they should have some suggestions from which to choose. Other suggestions should originate with the individual club members. To be most successful, clubs should have intelligent, subtle leadership and should receive some measure of inspiration and direction from sympathetic, en-

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\* Briggs, Thomas H. *Improving Instruction*, p 219. Macmillan Co., 1938.

lightened teachers. A career club may be composed of pupils who elect it from the list of hobby clubs, such as aviation, photography, chemistry, commercial, arts and crafts, or it may operate as one of the special groups.

A career club in the George Washington High School, New York City,\* invited outside speakers to lead discussions at many of the scheduled meetings on such topics as "Appearance an Asset in the Business World," "The Techniques of Job Hunting," and "Qualifications, Preparation, and Opportunities in the Field of Engineering." Several group visits were made to career conferences and business and industrial plants for firsthand glimpses of actual working conditions. The radio committee covered current broadcasts on vocations. Another committee reported on a series of lectures. The library committee, under the supervision of the school librarian, set up a Career Corner. Two weeks prior to a scheduled meeting, a bibliography was prepared for club members and the books relating to the program topic were displayed. Special library cards were given to all club members who had first "call" on these books.

In Muskegon, Michigan, the High School Commercial Occupations Club † is organized to help boys discover their own interests and aptitudes and to make closer contacts with employers of clerical help in the community. Members fill out three vocational interest inventories, a self-analysis questionnaire, and an occupational study outline. This earns them the privilege of an interview with a man engaged in the kind of work they are considering.

Major benefits of a career club are that the young people become informed regarding the qualifications, preparation, and opportunities in many kinds of work, and become aware of the need for choice and careful preparation for a vocation. Contacts with workers and employers may be made possible during the activities period and may serve to vitalize their interest. Voluntary efforts in a career club may help members to consider more carefully their future careers in which they may forge happily ahead.

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\* Boylan, Arthur. "The Career Club in Operation." George Washington High School, New York City. Mimeographed. 1941.

† Stevens, Russell D. "High School Commercial Occupations Club." *Occupations, the Vocational Guidance Magazine*, pp. 191-193 December 1940.



### 3. INDIVIDUAL MEMBERS OF A CLASS OR CLUB WORKING ON SPECIAL INTERESTS

Each individual member or committee may present his special interests or secure an adult hobbyist to discuss his leisure-time pursuit.

Every teacher on the staff should feel responsible for creating, directing, and developing interests both in class and in out-of-class activities. The teacher of business subjects will carry his full share of this responsibility and co-operate with the administration and other faculty members in this effort. Since the hobby clubs he will choose to sponsor will most often relate to business occupations, he will be able to accent both the vocational outlets and leisure-time aspects of some business vocations.

Here, again, the business club or the preparation of a mimeographed school paper offers exploratory experiences, each person selecting the work he likes best — advertising, salesmanship, writing, stenciling, etc. In the words of Rudyard Kipling:

And no one shall work for money,  
and no one shall work for fame;  
But each for the joy of the working,  
and each, in his separate star . . .

### 4. COMMUNITY HOBBY SHOW

A community hobby show, a climax of the year's work, with adult hobbyists invited to present their interests to demonstrate the possibilities for the wider and wiser use of spare time, increases both adult and youth interest in enriched leisure pursuits. Adults respond warmly to the interests of children, and both civic clubs and individual hobbyists can be counted on to direct, strengthen, and promote worthy leisure-time interests, with incidental application of the slogan of the National Recreation Association: "That everybody, young or old, may have an opportunity to find the best and most satisfying use of leisure time."

If a community hobby show is conducted in the community, the teacher of business subjects may lend active co-operation. If one is not projected, he may co-operate with other faculty members and community organizations to formulate plans for one.

Pictures of exhibits taken at a community hobby show directed by the author are those numbered 28-33.

Teachers of business subjects are in charge of homeroom periods and activities periods in many schools. If a program of hobby activities is being conducted throughout the school, the teacher may give especial attention to broadening occupational horizons and exploring vocational interests. If a program of leisure-time activities is not in effect, the business teachers may co-operate with other teachers in organizing a plan for inducing every pupil to engage in avocational pursuits.

As mimeographing, tabulating, and other clerical work is involved in the setting up and administration of hobby group meetings, the business teacher's active co-operation will contribute to the number, variety, and depth of pupils' interests.

In addition to developing interests for the wider and wiser use of leisure, the leader will give especial emphasis to the vocational possibilities arising from the avocational interests. He will arrange to use the hobby clubs under his sponsorship as instruments through which pupils can explore occupational skills in various fields and try their interests and ability in specific kinds of work. The tryout and exploratory role of experiences in many leisure-time activities is frequently a deciding factor in the choice of an occupation. One study reveals that the men whose hobbies resemble their vocations tend to be most satisfied with their jobs. This is also true of the men whose hobbies are related to their vocations.\*

Many trial work experiences may be given in connection with school activities. For example, if a pupil in the music activities shows some talent and desires to become a professional orchestra conductor, his aid may be enlisted in running the mechanics of the school orchestra. He may be given charge of conducting the orchestra for some school programs. He may be asked to arrange the rehearsal room for a few weeks, planning the position of stands, music, and conductor's music and attending to tuning the instruments. He may take notes on the manner in which the rehearsal is conducted, suggest methods of obtaining greater efficiency of time, and offer solution to problems which may arise in dealing with personnel. If his interest does not lag, he may be encouraged to proceed along his desired course and may be helped to apply for a summer scholarship at a school of music where he may gain more skill in his specific field of interest.

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\* Super, Donald L. *Character and Personality*, pp. 51-61. Durham, North Carolina: Duke University Press, September 1941.

Even though the tryout purpose is not emphasized, the club adviser can do much to direct the attention of pupils toward the vocational implications of their hobbies. The leisure-time activities may well be used as instruments through which pupils can explore occupations and plans for the future. Toward the end of the term, two meetings of the hobby groups may be set aside for pointing out the vocational possibilities of their subjects. Pamphlets and current bibliographies may be given to the groups and some pupil-arranged programs presented. The Chemistry Club, for example, may climax its series of meetings with a motion picture on chemistry as a career and group reports on various aspects of vocations in chemistry. In connection with the Camera Club, a book which may form the basis of pupil reports is *Photographic Occupations; Choosing Your Career in Photography*.<sup>\*</sup> This covers the various avenues open to young people with a bent toward newsreel, portraiture, aerial, color, or high-speed photography. Many of the hobby clubs, such as journalist club, radio club, art club, crafts club, and aviation club, may easily be used as vehicles for exploring and broadening occupational horizons.

Observation and the reading of biography make it evident that on one's leisure avocations and hobbies often depend one's vocational aptitudes and efficiency. Pupils frequently report an instance where an avocation has become a profitable vocation. Reports may be made of prosperous business enterprises that have developed from hobbies. Eastman, who created the Kodak Company, was a bank clerk whose hobby was photography. Gillette, the inventor of the well-known razor, was a salesman whose hobby was engineering. Bell, the inventor of the telephone, was a professor of elocution, whose hobby was to conduct electrical experiments.

Educators should be forewarned that there will be some opposition to devoting school time to the development of leisure interests. Arguments will be advanced that the faculty members do not have hobbies and cannot direct hobby groups, that pupils are not and cannot be led to become interested in intellectual hobbies, that certain hobbies are not educative and not worthy of inclusion in a school program, that the time of year is not appropriate for the pursuit of specific hobbies, that the length of

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<sup>\*</sup> By Burr, Leyson. E. P. Dutton & Co., 1940.

period is too short, that the duration of the life of the club is not long enough, and that pupils already give too much attention to "frills" and should be made to study. The author has found that the principles set forth by Thomas H. Briggs are helpful in persuading others to attempt a program to train for the intelligent use of leisure time:

Education should increase the number, the variety, and the depth of one's interests . . . Schools are responsible . . . for discovering, creating, directing, and developing interests . . . The constant purpose of the school should be to help each individual find the highest activities, avocational and vocational, in which he can be successful and happy. Only thus can it insure to the supporting State the largest dividends on the investment that it makes for education. \*

The need for training for the worthy use of leisure time was emphasized by the New York Regents' Inquiry when it discovered that fewer than a fourth of pupils participated in any form of extracurricular activity. The inquiry revealed that few young people had attained standards of enjoyment which led them to make particularly discriminating use of their leisure time, finding that what boys and girls read when they are free to choose what they will read, what they like to listen to on the radio, what they see in the movies give evidence of little discriminating preference, except the preference for "something that is exciting, romantic, or funny." †

The question may be raised, why should the schools concern themselves with the question of training for the intelligent use of leisure time? A study made for the National Recreation Association called *The New Leisure Challenges the Schools* makes an interesting assertion: "On the basis of figures recently issued by the United States Office of Education, namely that the average American school child in 1930 spent 172 days in school, it can be computed that this means that the student spends only 10 per cent of his year's time in school. He sleeps during 37 per cent, nine hours a night; and spends 8 per cent of his time at meals at the rate of 40 minutes each. These three items total 55 per cent, meaning that the student has 45 per cent free time, or something over ten hours a day," or 3,900 hours a year.

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\* Briggs, Thomas H. *Secondary Education*, pp. 499, 549, and 280 Macmillan Co., 1934.

† Spaulding, Francis. *High School and Life*, pp. 147, 119. McGraw-Hill Book Co., Inc., 1938.

To train for the desirable use of leisure time is one of the cardinal objectives of education. In his address at a National Education Association meeting John J. Loftus said, "So much of our life and character is affected and determined by what we do in our spare time that it should not be left to chance. The training for leisure activities should not be in the hands of casual agencies, but it should be inspired and, to some extent, controlled by the influence of the greatest educative agency in America, the public schools which daily touch the lives of millions of children." \*

Whether or not people appreciate and treasure their leisure time and become rich in interests, alive, alert, and growing, depends upon the awakening of enthusiasm. Responsibility is laid upon those who have the power to arouse the interest and the enthusiasm of youth. These high school projects to develop deeper and wider interests illustrate some of the ways in which a school can utilize the resources of the community in the encouragement of avocational pursuits.

While hobbies are not encouraged solely because of their vocational values, both occupational and leisure-time aspects of hobbies may be accented in many cases. Although the vocational implications are not overlooked and special attention is given to pointing them out, the chief emphasis of the hobby program is to set up within the school a variety of activities in which young people will become intensely interested. The motive suggested to pupils is the provision for amusement, fun, enjoyment, delightful recreation, and sheer joy during their 3,900 spare hours a year so they may find the best and most satisfying use of leisure time in the years ahead.

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\* Loftus, John J. "A Program For the Desirable Use of Leisure Time As A Cardinal Objective of the Public Schools." *Reports and Proceedings*. National Education Association, 1928.

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# NARROWING ONE'S CHOICE

## *Helping Pupils Acquire Specific Information Concerning the Occupations Under Consideration*

SOME pupils may have made a tentative choice of vocation. If so, their task is that of checking up to see if it is a wise one. Those who have not chosen an occupation have the task of surveying the possibilities, selecting those that appeal to them, reducing the number, and examining their choice.

After surveying the many kinds of work that exist and obtaining a vision of the multitude of occupations open, by the methods proposed in the preceding chapters, the pupil is urged to select several occupations and find out the characteristics he should possess for the particular fields, the steps he should take in preparing for various types of careers, and the rewards he may expect. To aid in thus narrowing down his list to fields of work for more intensive investigation, the printed information, biography, vocational fiction, and series of career conferences may be utilized by the processes described in the next four chapters.

Preliminary to selecting the vocations for the detailed study, a series of career conferences will make it possible for each pupil to consider the conditions of work, requirements, and rewards of ten or twenty occupations. The reading of vocational literature will assist in making a tentative choice on which to concentrate attention on plans for courses of study and for acquiring training and skill for his chosen work.

Helping pupils acquire specific information concerning the occupations under consideration not only assists them in narrowing their choices but also equips them with techniques of investigating occupations which will assist them later in making plans for their lifework. Acquiring specific information about a series of vocations also may be regarded as an aid to the appreciation of occupational life, which is an essential part of a cultural education.





## XI

### The Career Conference

**A**MONG the techniques for imparting information about occupations, the career conference is one of the easiest to organize and conduct. Yet it yields large returns in stimulating interest, giving an awareness of vocational requirements, and encouraging students to seek further information about the fields of work in which they are most interested.

Because much of the work of a career conference involves correspondence, telephone calls, mimeographing, collating, tabulating, and contacts with business men and women, the instructors of business subjects can easily fit it into their schedules. Even if the school has a well-developed program directed by a full-time counselor, the department of business education may be given charge of the management of this special project. In some schools the commercial department may co-operate to the fullest extent, carrying on all of the business details of the arrangements in co-operation with the vocational guidance staff.

As in the assembly program, pupil participation is essential to a well-rounded career conference. Every member of the faculty, likewise, should have a part.

Since various methods of conducting career conferences are described in the publications of service clubs and community organizations, only a description of the vocational conferences conducted by the author will be given here to point the way to teachers planning similar activities. The conferences should, of course, be modified to meet the needs of the community.

To avoid concentrating all conferences on one day, five assembly and homeroom periods are used on alternate Tuesdays. Each service club is invited to co-operate in the vocational guidance program by furnishing speakers for one of the programs. The Kiwanis Club, under the leadership of its committee on vocational guidance, arranges to have its state chairman of vocational guidance speak to a joint meeting of the club and the high school. The Kiwanians, with the student chairmen of all the guidance groups (corresponding to homeroom groups in many schools), have their luncheon in the school cafeteria before adjournment to the auditorium for the assembly talk. Following

the assembly talk an hour is devoted to a series of ten to fifteen colloquiums, with two or three Kiwanis Club discussants on each field of work. Each pupil attends the conference featuring the vocation he is most interested in. (See photographs 33 and 34.)

Two weeks later, the Rotary Club furnishes speakers on fifteen or more occupations. These men give their talks twice, so that pupils may attend conferences on their first and second choices, or at least hear two talks by different persons, in the two succeeding periods.

Two weeks later, the Business and Professional Women's Club provides speakers, and for the final conference each guidance group arranges for a talk on some subject not included in other meetings.

### *Procedure*

Each member of the service club discusses his field of work, or arranges to have some other worker bring firsthand information to the students. Some of the club members secure instructors from nearby colleges and universities and introduce them as their spokesmen. Others invite auto mechanics, fruit growers, or other workers not represented in their membership to include more fields of work.

The service club prepares the list of speakers and subjects. This the school mimeographs and gives to pupils to check their first, second, and third choices. Attendance slips are appended, so that each student will have an admission slip for each conference. The number of pupils and their classes is sent to the speakers, so they know in advance the size and grade placement of their audience.

The student officers of the homeroom groups volunteer for the conference for which they prefer to serve as chairmen. These student chairmen meet the speakers upon their arrival at the school, conduct them to the rooms in which their meetings are to be held, introduce them to the groups, and serve as leaders of the discussions following the talk. The vice-chairmen collect the admission slips and later take them to the speakers.

The list of speakers is posted upon the office bulletin board; faculty members are asked to signify the conference they will attend, to assure decorum and to evaluate the project for future reference.

Because the service clubs select their speakers each year and the student chairmen and faculty members volunteer for the conferences they prefer to attend, there is no necessity for interminable committee meetings and discussions. Distributing the conferences over a longer period of time permits more opportunity for home conversations, class discussions, and interchange of reports. By using a different procedure at each session, variety is maintained.

### *Preparing Speakers*

When the student chairman calls on the speaker in advance to get some data for his introduction, he takes with him a statement of the number of students who will attend his talk, the mimeographed sheet showing the list of subjects, room numbers, student and faculty hosts. He also leaves with the speaker a suggested outline which students use in their investigation of an occupation. (See pages 226-227.)

This reminder of the time and place, and the acquaintance with the student chairman, usually impresses upon the conference leader the necessity for organizing his information and planning his talk.

On some occasions, the school mimeographs and the Kiwanis Club chairman distributes a portion of the leaflet, "Suggestions to Leaders of Occupational Group Conferences," distributed by Kiwanis International to their committee chairmen. This contains the following:

#### SOME SUGGESTIONS FOR CONDUCTING YOUR CONFERENCE

1. The meetings will be 42 minutes in length and we suggest that you use 20-25 minutes of this time for an organized presentation of the important facts regarding your occupation or field of work. Be sure to leave the remaining 15-20 minutes for questions as this is an exceedingly important part of your conference. However, it is well to be prepared to occupy this time with discussion of additional points if there are but few questions.
2. In developing your talk, thought should be given to the understanding that the students in your audience may have. It is usually best to assume that your conference members at best have a relatively limited knowledge of your occupation. The students range in grades from 9th to 12th and in age from 13 to 18.

3. In all fairness to both yourself and students you will wish to avoid any undue optimism or pessimism concerning the occupation. Your aim should be to present the facts fairly as you know them, rather than to "sell" your occupation.
4. Stress should be laid first upon the kind of work which beginners in this field would do. You may then logically lead to the ultimate levels which may be achieved by successful workers, by discussing some of the various "stepping stones."
5. You may help vitalize the work of the school in vocational guidance:
  - (a) By emphasizing the importance of a careful analysis of one's interests and abilities and a careful study of occupations while still in school.
  - (b) By pointing out the very definite need for planning one's life and activities.
  - (c) By urging each student to do the very best he can on his present job in school.

If space permits, a set of instructions formulated by Charles Prosser, Dunwoody Industrial Institute, Minneapolis, is added:

- Don't* - fail to state what it takes to "make good" in your line of business.
- Don't* - oversell your business, but be sure to give the drawbacks and the undesirable features of your work as well as the desirable. In this way the pupil can better make his own decision.
- Don't* - wander away from the subject.
- Don't* - moralize or preach.
- Don't* - fail to illustrate your points by concrete examples from your own line of work.
- Don't* - magnify brilliant intellectual ability as an asset and minimize the value of such qualities as industry, honesty, truthfulness, and dependability.
- Don't* - lecture.
- Don't* - quiz the group. Get them to quiz you.
- Don't* - permit questions that are not pertinent and hence lead you away from your task.

To avoid having all instructions negative, some positive ones are inserted:

- Please do* -- encourage students to formulate a vocational aim.
- Please do* -- get right to the point. The period passes quickly.
- Please do* -- encourage students to read the recent books and pamphlets on vocations.
- Please do* -- recommend some reliable reading material.

### *Other Forms of Pupil Participation*

Special book exhibits, display of vocational materials, posters, picture exhibits, drawings, or murals are frequently prepared for the corridors at the time of career conferences. (See photographs 15 and 25.)

Students in the stenography and typewriting classes take notes and type conference reports on the talks they attend. These are sent to the speakers so they may read the summaries and reactions of the students. The mimeographing, correspondence, telephone calls, thank-you notes, tabulation of choices, and distribution of admission slips provide considerable realistic office practice for business classes. A secretary may be assigned to report and record each conference on a summary blank calling for the following information:

(Give five or more key statements. Quote, if possible.

(Give some of the questions the students raised.

What is your estimate of success of the conference? Explain briefly.

Rate the interest of the group in the talk: Excellent Good Fair

What was the "highlight" of this meeting?

The camera club takes a photograph of the speakers and chairman and this is enclosed with the notes of appreciation.

The instructions given to student chairmen, vice-chairmen and faculty hosts may offer suggestions to others when conducting career conferences.

#### INSTRUCTIONS TO STUDENT CHAIRMEN OF VOCATIONAL CONFERENCES

1. Sign for chairmanship of a conference in which you are interested.
2. Find out the full name of the speaker, his business connection, and official position. If possible, inquire about additional facts concerning his experience and achievements.
3. About a week before the talk, call at the speaker's office to deliver the list of names of those who expect to attend his talk and an outline for the investigation of an occupation that students will use in the essay contest. At this time, check the accuracy of the data you intend to use when you present him to your group. If the speaker is busy and cannot see you, talk to an assistant.
4. Consult the faculty host for your meeting in regard to the seating capacity of the room assigned, make arrangements for some transfers which may join your group, and check on your form of introduction and concluding remarks.

5. On the day of the conference, report to the office about five minutes ahead of the scheduled time.
6. Remember that the speaker is a guest of the school and that you are the school's official host for this occasion. Approach your speaker and proffer your hand with some greeting such as, "I am very glad you are here, Mr. ——. We are to wait here until the corridors are clear."
7. If you have not met the speaker before, approach him, proffer your hand, and explain: "I am ——— who is to preside at your conference. I am very glad to meet you, Mr. ———. We are to wait here until classes pass."
8. After the students have gone to the conference rooms, conduct your speaker to the assigned room and see that he is seated at the front of the room.
9. Take your place at the front of the room and introduce your conference leader. In giving some important items about your guest speaker and his occupation, convey the impression that you are glad to introduce him to this group because he is well qualified to give firsthand, reliable, and up-to-date information about it.
10. Allow the speaker full use of the desk, by taking your place at the side but where you can face the audience.
11. Jot down any questions you would like to have answered. It is your responsibility to begin the questions during the discussion period, if no one else does, and to call on students, if necessary, for questions. If the discussion turns away from the subject, be alert to ask a pertinent question to turn it back.
12. At the end of the meeting, stand and express your appreciation and that of the students for the informative discussion.
13. Remain with the speaker while he answers any individual questions. Present him to the faculty host, if he has not met him. Then take him to the office where a group picture will be taken of speakers and chairmen. Afterwards, assist him with his coat or wraps and go with your guest to the door, expressing your thanks for his time and effort. As you shake hands with him, you may wish to add, "I am very glad to have met you, Mr. ———."

#### INSTRUCTIONS TO STUDENT VICE-CHAIRMEN OF VOCATIONAL CONFERENCE

1. Assist the chairman in any way you can in serving as the school's official host to the conference leaders.
2. See that two chairs are in readiness in the front of the room — one for the chairman and one for the speaker.
3. Collect the attendance slips at the entrance to the conference rooms.

4. Be familiar with the duties of the chairman, so that you will be prepared if he calls on you for any assistance
5. If it is convenient, it may be well to go with the chairman when he calls on the guest speaker to make the preliminary arrangements.
6. During the discussion period, ask the speaker questions which are pertinent and relevant. If some student asks a question which starts the discussion on another subject, ask about something which will return the subject quickly to the topic of the day.
7. After the admission slips have been checked at the office, take them to the speaker at his office, as he may wish to look over the list of those who attended his conference.

## SUGGESTIONS TO FACULTY HOSTS OF VOCATIONAL CONFERENCE

The student chairmen are to meet the speakers, introduce them, and have the experience of acting as conference leaders. Even though faculty members would make more efficient presiding officers, the service club members have expressed pleasure at serving under the chairmanship of the young people.

1. See that the student chairman has a suitable introduction prepared
2. Arrange for students to be seated when the speaker arrives and take care of the general decorum of the group.
3. If the speaker calls for questions, be prompt to supply some appropriate ones of interest to students.
4. Assist in getting pertinent student discussion and questions started, so that the conference will not run overtime.
5. After the meeting, express the appreciation of the school, if occasion arises, for the service rendered.
6. For a brief evaluation for the planning of future conferences, please give your opinion of the following:

Interest of group in the talk: Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_

Success of this meeting.      Excellent \_\_\_\_\_      Good \_\_\_\_\_      Fair \_\_\_\_\_

Amount of discussion:      Excellent \_\_\_\_\_      Good \_\_\_\_\_      Fair \_\_\_\_\_

Did the speaker encourage \_\_\_\_\_ or discourage \_\_\_\_\_ entrance into this field of work?

Did the speaker give specific information \_\_\_\_\_ or speak in generalities?

Additional comments:

Please rate the chairmen of your group on the discharge of their responsibilities:

Student chairman \_\_\_\_\_ Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

**Comment:**

Student vice-chairman \_\_\_\_\_ Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

Comment.

Suggestions for improvement of future conferences:

Conference leader \_\_\_\_\_

Date \_\_\_\_\_

Subject \_\_\_\_\_

Faculty Host \_\_\_\_\_

The suggestions given below are sent by the service club chairman about ten days in advance of the conference. They are mimeographed and prepared for mailing by the commercial classes.

### *To Service Club Participants in Vocational Guidance Program*

#### SUGGESTIONS FOR CONDUCTING VOCATIONAL CONFERENCE

----- {Date and time}.

When you prepare for your student vocational conference, the following information and suggestions may prove helpful.

1. The names of participants and subjects are followed by the names of the student chairmen, vice-chairmen, and faculty hosts.
2. The meetings will be 45 minutes in length and we suggest that members of the colloquium give a brief presentation of requirements, opportunities, and trends of the vocation you are discussing and make the remainder of the meeting a round-table discussion as much as possible, drawing out questions from pupils.
3. Two or more people have signified their willingness to serve on each of the sixteen occupational fields. Please try to consult with the other speakers in your group, in order to avoid overlapping in your presentation.
4. Be sure to leave time for questions, as this is an important part of the conference. However, it is well to be prepared to discuss additional points if there are few questions.
5. The student chairman will serve as chairman and interlocutor of the group and it is hoped he can be given good experience in serving as a leader of discussion.
6. Don't oversell your occupation but be sure to give the disadvantages and drawbacks as well as the desirable features of your work. Your aim should be to present the facts fairly as you know them. In this way the pupil will have information on which to base his own decision.
7. Please stress actual opportunities for jobs in the field you are discussing.
8. Please make some statement of what you consider the possible future trends in this occupation.
9. Don't fail to state what it takes to "make good" in your field of work.
10. You may wish to lay stress upon the kind of work which beginners in this field would do, later discussing some of the promotional steps and "stepping stones" and the ultimate levels which may be reached by successful workers.



11. Please encourage students to formulate a vocational aim. "No wind serves him who has no destined port." — Montaigne.
12. Please encourage students to read the recent books and pamphlets on the various occupations.
13. Please recommend some reliable reading material on your vocation.
14. Please don't wander away from the subject and don't permit questions that are not pertinent and hence deter you from your task of giving information about your occupation.
15. If it fits into your discussion, please remind students of the essay contest which the Kiwanis Club is sponsoring.
16. If possible, suggest further personal contacts which may help the student to become better acquainted with the actual work done.
17. It will be appreciated if you will encourage pupils to make a study of the various occupations and if you will assist in offering some "experience" — either a trip, interview, observation, or some tryout and exploratory opportunity — to those who prepare a written investigation of the occupation they expect to prepare for.
18. The student chairman will come to your office to give you the number who will attend your meeting, and the number of freshmen, sophomores, juniors, and seniors. The student vice-chairman will bring you the admission slips after the conference so you may have the names of those who are interested in the vocation you are discussing.

The student chairman takes the following information to the office of the speaker about a week before the vocational conference:

#### Vocational Conferences, [Date]

In preparing for your vocational conference you may wish to know the size and grade placement of your audience. When the high school pupils checked their choices of the vocational conferences they would prefer to attend, the distribution was as follows:

	Boys	Girls	Total
Seniors	_____	_____	_____
Juniors	_____	_____	_____
Sophomores	_____	_____	_____
Freshmen	_____	_____	_____
Total	_____	_____	_____

Enclosed is an outline which the students use in their investigation of an occupation of interest. It may offer some suggestions for your talk.

The student chairman will get some data from you to use in his introduction. He will expect to meet you at the high school office on [date] at [time].

Faculty Chairman  
Vocational Conference

The form reproduced below illustrates the method of listing the conferences for pupils to signify their preferences and for the information of service club discussants. After assignments are made, taking into consideration the seating capacities of the available rooms, an O.K. and room number are placed upon each admission slip. These are torn off, returned to pupils, collected at the doors of the conference rooms, and later taken to the speakers. The list of vocations, marked with the first, second, and third choices, is filed in the individual folders, where it may help to give a picture of the pupils' interests and be an aid to an interview.

#### Rotary Club Vocational Talks, [Date]

The members of the Rotary Club, listed below, have indicated their willingness to participate in our vocational guidance program and to talk on the requirements, opportunities, and trends of their fields of work. Some of the vocational conferences will be held at ten o'clock and others at 10:35. This will enable all students to attend conferences on two subjects. Please place 1 before your first choice of conference you would like to attend, 2 before your second choice, and 3 before your third choice. Fill out admission slips below.

Subject	Speaker	Student Chairman	Vice-Chairman	Faculty Host
Accounting	Henry Arnfield	Robert Caspari	Dorothy Rolfs	Miss Kucirek
Insurance	A. C. Fupe	Henry Gumm	Bob Heidner	Miss Huff
Office Work	D. J. Kenny	Bob Marth	Ruth Schacht	Mr. Eutho

Admission slip to Conference #1	Admission slip to Conference #2
Name _____	Name _____
Subject _____	Subject _____
Class _____ Adviser _____	Class _____ Adviser _____

### *Occupational "Dutch Uncle" Luncheon*

Another form of a vocational conference is the "Dutch Uncle" luncheon. Pupils who regularly eat in the school cafeteria at a certain hour may receive firsthand, current information at an occupational "Dutch Uncle" luncheon. This program takes the form of round-table discussions. Someone engaged in an occupation talks to each group like a "Dutch Uncle," giving straight-from-the-shoulder advice.

If tables seat eight people, seven pupils of homogeneous vocational interests meet and select their guest "Uncle." Each group may arrange to have a pupil chairman to receive and introduce its "Dutch Uncle," while the vice-chairman may be given the responsibility of seating the group and preparing pertinent leading questions.

Recent graduates, who have themselves participated in the occupational "Dutch Uncle" luncheons while in school, readily catch the spirit of the occasion and gladly give advice. Graduates of comparatively recent years who return to relate their initial experiences on their first jobs may give more informal advice than older workers who have forgotten their qualms and problems and how they overcame them. A service club may be willing to devote one of its weekly luncheons to this type of disseminating authentic information about work in the community.

By having the entire dining room devoted to several informal discussion groups on this annual occasion, many pupils receive stimulation for their occupational planning.

An easy way for a teacher of business subjects to initiate this type of program is to have members of the stenography and bookkeeping classes group themselves into units of four. Each group then invites an office employee engaged in the occupation of interest. Three underclassmen may be permitted to join each group and the members may invite others to fill out the seating capacity of the table. The following semester, other groups may be organized if the enthusiasm warrants expansion of the plan.

Toward the close of the small group discussions, guests may be asked to present a brief word of advice to the entire group. An added advantage of inviting last year's class members to return for a noon-hour conference with the present class is that it gives the instructor an opportunity to hear their recommendations and opens the way for an informal conference. It furnishes

an occasion for a follow-up service which would assist the individual to progress in his occupation.

As the invited guest asks his employers and co-workers for suggestions to offer to the prospective office workers, they frequently express their ideas of desirable attitudes, appearance, and behavior. This information aids not only the pupils in school but the beginning worker in his acquisition of vocational competence.

The following letter signed by the instructor and pupil committee will explain the plan to those invited to this type of vocational conference:

Dear Dorothy,

The advanced stenography class would like to invite some of last year's class who are now working in offices to come back for a noon-hour conference.

We are calling this get-together a "Dutch Uncle" luncheon, because graduates are asked to talk to us like "Dutch Uncles," giving straight-from-the-shoulder advice.

Before placing our applications in some of the offices, we would like to hear some of your suggestions and have an opportunity to ask some questions.

As we do not have funds for a luncheon, this will be a "Dutch Treat." People will get something in the cafeteria or bring their lunch and gather around the tables in the stenography rooms to eat and visit in small groups. We will provide hot chocolate and some nuts and cookies for dessert, however.

We are asking Betty L. to help with plans for transportation. If you work at a distance, please telephone her if you do not hear from anyone in regard to a ride.

We hope to have twenty-five graduates here on \_\_\_\_ [date], during the noon hour. May we count on you?

Sincerely yours,

Student Committee:

Instructor:

### *Follow-up Work after Conference*

If the career conference ended the quest for information about occupations, it would possess only limited values. But it does not end here — either for the pupil or for the service club member. Rather it is the beginning of pupil investigation. As it is followed by written reports on the occupation of interest, the career conference talks serve as excellent springboards to further research. The service club members read and comment on the essays and arrange for an "experience" for all pupils whose papers show sincere interest and industry. This experience is in line with the occupation investigated and may be a trip, visit, observation, interview, or tryout and exploratory work after school for two weeks.

Frequently a speaker will invite to his home for an evening's discussion the group who investigated the field of work with which he is most familiar. Innumerable interviews follow, also, as a result of concluding remarks at the time of the vocational conference, such as, "If anyone wishes more detailed information, come to see me at my office."

Service club members take pride in conducting a vocational conference which will be remembered by pupils as thought-provoking and helpful. They most graciously receive the one hundred student chairmen who call at their places of business before these five conferences. They also welcome the visits of the one hundred vice-chairmen who take the names of pupils attending their sections, the typewritten pupil comments, and the Kodak picture. Many of these two hundred student officers take friends with them, thus increasing the number to have the experience of visiting places of business.

Other important values arise out of the career conference. Parents report that selecting a talk to attend for each of the career conferences helps to crystallize the youth's vocational planning and brings into sharper focus some of the decisions that must be made regarding future work. A vocational aim rather than vocational aimlessness results. Service club chairmen agree that their members become more aware of the problems of youth and develop a more sympathetic and co-operative attitude toward the school as a result of the conferences. In the preparatory meetings with the service club committees teachers find stimulation in the exchange of ideas regarding the preparation of young

people for work. Business teachers particularly profit by learning the employers' point of view.

Counselors report that the career conference broadens the vocational horizons of many pupils. For example, in White Plains, New York, in 1937,\* 90% of the students' vocational choices lay within 30 occupations. Following a career conference, the choices were spread over 75 occupations, a measure of one result of this method of presenting occupational information.

Pupils report that these contacts with the men and women of the community are both enjoyable and stimulating. They give pupils the opportunity to meet people who are actually engaged in the occupations they are considering. They awaken new interests. They provide for the evolution of the pupil's planning in line with changing trends and conditions, because the vocational conferences are repeated each year.

The author feels that it would not be possible to teach business subjects satisfactorily without the vocational conferences with the men and women workers of the community.

Following a series of career conferences the advisers and student chairmen consider the many suggestions made by those who have attended. Their conclusions summarize points that may be kept in mind when planning a career conference. The purpose in having speakers actively engaged in various occupations is to provide the pupils firsthand information about specific occupations and help them to narrow their vocational choices. The speaker brings a fresh point of view that is inspirational to the pupils and reinforces points stressed in the classroom. Pupils are stimulated to read the printed information which is recommended by the conference leaders. They are impressed with the need of planning and preparing for one's lifework.

If the speaker presents facts about his vocation as fairly as possible, he will neither attract pupils by an appeal to the romantic side of the work nor discourage pupils unduly. He presents information on which they can base their further investigations. A forester informed a group that there were only fifteen yearly openings in the state for college graduates trained in forestry. One listener reported that since there were only fifteen openings he would prepare for another field of work. Another boy left the conference room beaming, declaring that there were fifteen openings and that he was going to be "one of the fifteen."

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\* Reported by Miss Cleo Richardson, Director of Guidance.

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## XII

### Lives of Business Leaders

**C**OLLATERAL reading, if handled in an interesting manner, adds vitality to any class work. For vocational guidance purposes, it is especially true that "books are paths that upward lead" \* and can stimulate vocational interests, foster professional ideals, and arouse sympathetic and appreciative attitudes toward persons of all occupations. Many noted men and women, such as Carnegie, Burbank, Edison, and Wanamaker, confess that they achieved much of their success through the inspiration and moral invigoration that resulted from reading about the struggles and triumphs of a forerunner in their field.

Classes in business subjects are fortunate in having at their disposal a wealth of material about business leaders. By reading the life stories of successful individuals, a young person who contemplates entering some phase of business can obtain concrete information regarding the conditions of work, ways of making a start, and the procedures conducive to progress in the vocation. He can visualize the joys and hardships that accrue from participation in that field of work and the relationship of the job to the individual's total life. Comparisons made between biographies of men in the same fields, and between men in different fields, cannot fail to provoke considerable thought.

It must be remembered, however, that some biographies pay little attention to the steps of professional advancement taken by a worker, concentrating instead on the growth of character or the development of an industrial movement. Others relate to persons who lived some time ago, under social and economic conditions different from those of today. A further limitation is that the lives portrayed represent chiefly one stratum of occupational personnel, the industrial magnate, to the neglect of humbler workers, since biographies are more likely to be written about manufacturers and millionaires than about store workers, book-keepers, stenographers, and office machine operators.

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\* From the inscription for the Children's Reading Room, Hopkinton, Mass.:

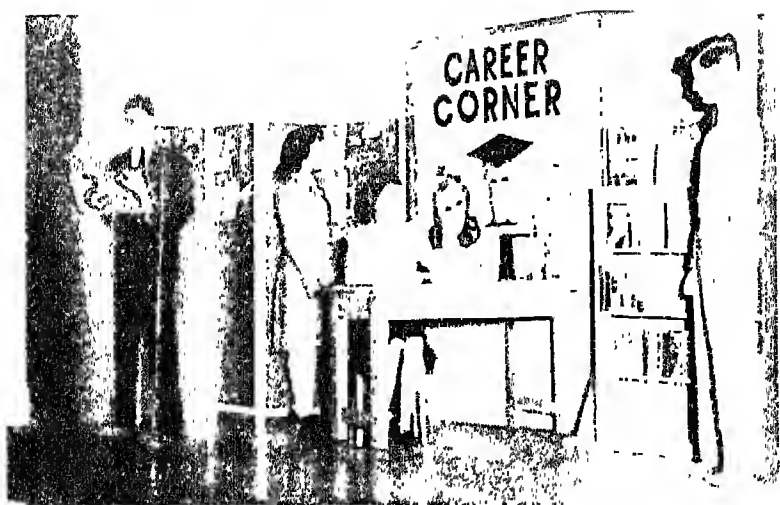
Books are keys to wisdom's treasure;  
Books are gates to lands of pleasure;  
Books are paths that upward lead;  
Books are friends. Come, let us read.



22 At a Diploma Tea each student receives an individual reading list relating to his vocational interests. West Bend, Wisconsin. (Pp. 102-104)



23 Diploma Tea with reading lists of new vocational books (Pp. 102-104)



24. Dramatic sketch in assembly program—George Washington High School, New York City—(P. 129)

25. Prepared for a Career Conference are a mural portraying the world of work and posters bordered with Willson's Gammol Paper Letters. White Plains, New York, High School—(P. 177)



However, many of these industrial leaders began their careers as office employees. While not many members of the class may rise to the top of their vocations, those who will progress are enrolled in the classes and all should be given the opportunity to profit from the inspirational content of these books.

Because of the unquestioned value of encouraging worth-while reading, at least two or three days a semester may be devoted to these books in any class. Abstracting talks, reports, and books is part of the preparation of a secretary. Frequently the note-taking, preparation of reports, filing of book comments, and learning the use of indexes can be effectively correlated with the work of the typewriting and other classes.

Furthermore, if the school is to give experiences which will make pupils independent and competent readers, the teachers of business education should perform an occasional small part. By encouraging the collateral reading of biography, arranging for interesting comparisons of reactions, allowing freedom in selection of books and in the kind of typewritten report, the business education rooms may become not only a "speed test" center but a reading center. At the same time the reading of selected biography will inform pupils about the occupations and the means by which workers rise to the top.

Many pupils think of a sixty-dollar-a-month position as offering fabulous sums, in comparison with their present allowances, and they do not envisage the promotional steps and opportunities ahead. Others dream of springing full-fledged into executive positions where they sit at mahogany desks pressing call buttons for assistants. Both of these groups will profit from the discovery that the occupations which offer a considerable degree of advancement involve a series of intermediate positions which, if held creditably and with distinction, lead to progress toward the ultimate goals. By filling out the reading reports of biographies pupils become aware that

Heaven is not reached at a single bound,  
But we build the ladder by which we rise  
From the lowly earth to the vaulted skies,  
And we mount to its summit round by round.

— *Josiah Gilbert Holland*

Both references to biographies and brief biographical data concerning the lives of current business leaders may be found in

*Current Biography*. Monthly issues, priced at \$3 a year, may be consulted in many libraries. The cumulated, revised *Current Biography 1941*, costing \$1.00, contains 1080 names from twenty professions, under which are given pronunciation of names; references to photographs, books, and articles; and brief biographical sketches. It is the detailed reference lists that will be especially valuable in locating current biographical reading material. Cumulated volumes are published yearly.

### *Classified Lists of Biographies*

A classified list of 254 biographies representing 82 major occupational fields is published in [2] *I Found My Vocation*, by H. D. Katson. A list of 175 biographies, also carefully selected on the basis of their portrayal of conditions in forty-two fields of work, is classified occupationally in [1] *Careers in the Making*, by I. R. Logie. A list was filed as an unpublished thesis in Teachers College (Columbia) Library entitled [1] *Materials for Teachers to Use in Giving Vocational Guidance Through the Study of Biography*. In the *Standard Catalog for Public Libraries, Third Supplement, Cumulated 1941-1943*, a full analytical index includes references to biographies indexed under names of vocations.

Current books and articles of this type are listed in *Occupational Index, Vocational Guide, Current Biography, Booklist*, and volumes of *Who's Who in America*.

An occupational index that may suggest names of women leaders in specific fields is that given in *American Women*, the standard biographical dictionary of notable women. Volume III, 1939-1940. (Published biennially by American Publications, Inc., 527 W. Seventh Street, Los Angeles.) Included are 10,222 biographical sketches of living women, leaders in all fields in which women have won prominence, indexed by occupation.

A biographical dictionary of notable young men, *America's Young Men*, volume III, 1938-1939, lists the achievements of 6,532 young men under 40, and contains a geographical and occupational index and statistical summary.

Other names may be suggested by *Who's Who in Commerce and Industry, the International Business Who's Who, 1940-1941*.<sup>\*</sup> This contains 19,485 biographies.

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<sup>\*</sup> Marquis, A. N. *Who's Who in Commerce and Industry*. Chicago, Illinois: A. N. Marquis and Co., 1940. \$15.00

Lists of biographies indexed by occupations and professions may be consulted in these sources, also

*Lincoln Library*. 1941 edition. *Study and Reference Groups*, pp. 2011-25. Names are classified by 100 occupational groups, in chronological order.

*Dictionary of American Biography*. 1928-37. 20 v. Index volume lists subjects of biographies under occupations, pp. 360-474, and under schools and colleges attended by the subjects of biographies, pp. 310-59.

*National Cyclopedia of American Biography*. 1937. Supplementary to this is *White's Conspectus of American Biography*, which gives a tabulated record of pre-eminent Americans in various fields, in chronological order.

### *Written Reports on Readings*

To intrigue pupils to read biography, to tempt them into intensive thoughtfulness and penetrating analysis of the occupations represented in the biographical literature, as well as to encourage spontaneous reactions to their readings, it is desirable that the form of the report may be optional with each student. For one book, he may choose to fill in a detailed outline; for another he may wish to write a summary report; for a third he may prefer to discuss the book as he would a novel which he has read for pure enjoyment.

Forms of oral reports are discussed at the end of the section on "The Use of Fiction."

Examples of three kinds of written reports are included in the following pages. These direct the pupils to an investigation of the occupational lessons to be drawn from the study of the biography: (1) standard outline, (2) summary report, and (3) personal opinion type of report. Several of these reports from previous classes placed on the bulletin board will suggest forms from which the pupils may choose. One report of each type may be required during the semester.

### *Standard Outline for Written Report*

An excellent standard outline for a report, by means of which a pupil may study a biography systematically and extract its vocational lessons, is published in [2] *I Find My Vocation* by H. D. Kitson. The report given below illustrates the use of this out-

line, with the addition of the starred items, for a study of *It's A Woman's Business* (Vanguard Press, 1934).

## STUDY OF THE ADVERTISING MANAGER, Estelle Hamburger

### OCCUPATIONAL HISTORY

1. *At what age did she decide to enter this occupation?*  
17. (P. 31.)
2. *What was the most influential factor leading to this decision?*  
The fact that she won a contest finding errors in Macy's published advertisements. (P. 14.)
3. *What other occupations did she seriously consider?*  
Teaching; she was offered a position as teacher in a business school where she had been successful as a student.
4. *In what other occupations did she engage before entering her final occupation?*  
Teaching in a business school. (P. 11.) Substituting for a private secretary at Macy's. (P. 4.)
5. *What condition in these occupations failed to satisfy her?*  
The monotony and the lack of opportunity for self-expression. "It was work that never progressed but was always starting over and over from the beginning." (P. 12.)
6. *At what age did she enter her permanent occupation?*  
17. (P. 31.)
7. *What was her first job in this field?*  
Writing copy in the advertising department of R. H. Macy & Co. (P. 15.)
8. *How did she get this job?*  
She showed interest, intelligence, and ability by finding more mistakes in Macy's ads than anyone else and by offering to write good ads without mistakes. (P. 14.)
9. *How much money did she make per week in this job?*  
\$12 per week. (P. 50.) \$18 per week six months later. (P. 50.) \$50 per week during the war two years later. (P. 56.)
10. *How long did she remain in it?*  
Three and one-half years. (P. 61.)
11. *What was her second step on the ladder?*  
Fashion copywriter for Franklin Simon and Company. (P. 61.)
- \*12. *How did she happen to get this advancement?*  
She took some samples of her work to Franklin Simon's and applied for work there. She was hired almost immediately. (P. 61.)

13. *How much money did she make here?*

Began at \$90 per week. (P. 61)

14. *Make a vocational ladder (i.e. steps of promotion and advancement in the occupation) showing:*

(a) *Number of rungs on the ladder*

(b) *Earnings at each step*

(c) *Length of time spent at each step*

(d) *Age on attainment of each step*

Steps	Earnings	Length of Service	Age	Dates	Position	Firm	Page
8	Not given	1939 to present	40	1939 to present	Executive Vice-President	Jay Thorpe	299
7	Not given	6 years	37	Sept. 1933	Advertising Manager	Jay Thorpe	282
6	Not given	4 years	33	Feb 1928	Advertising Manager	Stern Brothers	220
5	Not given	5 mo.	29	Apr 1927	Advertising Writer	Jay Thorpe	188-198
4	Not given	3 years	25	1924	Advertising Manager	Bonwit Tellers	154-181
3	About \$7000	2 years	24	1922	Asst Advertising Manager	Bonwit Tellers	107-160
2	\$90 per week	3½ years	20	1919	Advertising writer	Franklin Simon's	60-64
1	\$12; \$18; \$50 per week	3½ years	17	1916	Copywriter	Macy's	56-61

15. *What element in her permanent occupation gave her the greatest satisfaction?*  
The excitement; the sense of doing, creating, striving, achieving. (P. 286.)

\*16. *What element in her permanent occupation gave her the least satisfaction?*  
The unpleasantness of trying to convince less prophetic and progressive minds of the advisability of developing new, modern, co-operative ideas. (P. 162.) Having to hurt some people in initiating progressive change. (Pp. 146, 152, 153, 222.)

17. *What sacrifices did she make or what opportunities did she pass by in order to enter upon her chosen occupation?*

Opportunity to complete college. (P. 9.)

18. *What regrets did she express for having entered her final occupation?*

None.

\*19. *What personal characteristics contributed to her success?*

Dauntless ability for hard work. (Pp 95, 98.) Originality. (Pp. 28-36.) Tact; sense of humor; responsibility. (Pp. 62,

99, 164, 221. Ability to adjust immediately to a new situation. (P. 73.) Enthusiasm. (P. 224.)

- \*20. *Judging from this account, what attributes are essential to success in this field?*

(a) Essential to begin with: enthusiasm, originality, academic and social intelligence, ability to work hard.

(b) Important attributes to be developed: knowledge and appreciation of art, vocabulary—ability to manipulate words, poise, executive ability.

- \*21. *What qualifications are recommended for satisfactory pursuit of this occupation?*

Ability to work well at top speed. (Pp. 31-32.) Extreme human insight. Knowing what is good for one's colleagues (buyers and department heads) and the public and making them think it was their idea to begin with. (P. 165.)

- \*22. *What persons and circumstances played an important part in her career?*

(a) Winning the contest. (P. 14.)

(b) Louis Chamansky, her first boss, gave her her philosophy when he said, "If you're going to write about it you've got to know about it." (P. 24.)

(c) Frank Nelson helped her up the vocational ladder when he infuriated her to the point of resignation from Macy's. (P. 59.)

(d) Mr. Simon of Franklin Simon and Company brought precision and order into her method of working. He insisted on absolute accuracy and honesty in advertising, giving her valuable habits and techniques. (Pp. 70, 76, 86.)

(e) Mr. Bonwit of Bonwit Teller's made her appreciate sheer beauty for its own sake. (Pp. 105-109.)

(f) Morris Crawford taught her the value of research in the museum where she was introduced to a realm of new ideas by contact with mementos of other peoples and civilizations. (P. 124.)

(g) Her husband made her "take her nose out of a book and look at life." (P. 105.)

- \*23. *How does the training for this occupation today differ from that described in the book?*

A college education is now universally considered advisable, while some specialized training is considered important in the field of illustrating or journalism. Entrance is still chiefly through related positions such as selling and buying, as success is dependent upon ideas and freshness of point of view.

- \*24. *What advice does she give to youth considering this field of work?*

Be modern, be ahead of time, learn everything. To do things is more important than to have things. (P. 238.) Be original;



work hard; play hard; know people; ideas are the keynote See and know, test and prove — do the job with authority. (P. 289)

#### SOCIAL AND ECONOMIC HISTORY

1. *What was the nationality of her parents?*  
Not given.
2. *Were they poor, rich, or in comfortable circumstances?*  
Comfortable circumstances.
3. *Occupation of father? Mother? Grandfather?*  
Not given.
4. *What occupation, if any, did her parents or relatives choose for her?*  
None, but they were disappointed that she gave up teaching to work in a store.
5. *At what age did she (the subject of this biography) begin to support herself?*  
At 17, when she began work in the Convent Commercial School.
6. *At what age was she married?*  
23. (P. 110.)
7. *Did her husband give her any special assistance?*  
He encouraged her continuously.
8. *How many children?*  
One set of twins.
9. *At what age did she die?*  
Still living.

#### EDUCATIONAL HISTORY

1. *How many years did she spend in general education?*  
Fourteen; completed second year at Barnard College. (P. 9.)
2. *How old was she when she completed her general education?*  
17 when she left college. (P. 31.)
3. *What was her favorite subject in school?*  
Liked subjects that called for creative ability, especially writing of short stories.
4. *At what age did she begin her technical education?*  
17, when she began work as a copywriter.
5. *How far from home did she go for her advanced education?*  
She lived within walking distance of Barnard College. After she was established in her profession, she made trips abroad for new ideas.
6. *What was her customary academic standing in:*  
(a) *General education?*  
Probably above average.

(b) *Technical education.*

Received high praise for her work.

\*7. *Did she participate in extracurricular activities?*

Not given.

8. *Did she earn her own way through college?*

No.

9. *Did she go in debt for her education?*

No.

\*10. *Significant excerpts of occupational interest:*

"On my days off I had faithfully gone the rounds of museums and libraries and art exhibits. I had read stories, essays, poetry, and had kept abreast of fashion notes. I had studied the history of costume, visited silk mills in Paterson and shoe factories on Long Island." (P. 95)

11. (Conclusion) *What is your honest opinion of this book?*

Taking us behind the scenes of the retail business, she discusses her profession with candor. She makes hard work sound like fun. This biography offers many suggestions to one who has creative ability and a flair for style and writing.

### *Example of a Summary Report*

#### *The Biography of an American Workman, by Walter P. Chrysler*

(As recorded in *The Saturday Evening Post*, June 19 — August 14, 1937)

Before Walter Chrysler became the president of the Chrysler Corporation he had been just about everything a railroad machinist could be from a sweeper in the Union Pacific shops at Ellis, Kansas, to President of the Buick Motor Company in Flint, Michigan.

Chrysler's swift advances were due to his never-ending curiosity and a super-human desire to learn all he could about everything he could. He must have had two regrets when he went into the automobile business: he started at half of his former salary, and he admittedly was sorry that his connections with railroad men and machines had to be severed.

Chrysler's father was an engineer on the Union Pacific Railroad. His family was comfortably well situated and suggested that he go to college. He objected to this because he was much more interested in doing things with his hands. His family wanted him to become a boiler maker if he wouldn't go to college, but he had made up his mind to become a machinist at all cost.

He was more or less self-supporting at eighteen, though he still lived at home until his apprenticeship was over. He married at 26 and became the father of four children.

Age	Position	Pay	Time Spent
17	Sweeper (Union Pacific Shops)	\$1.00 per day	Few months
18	Apprentice Machinist	50 per day	Four years
22	Journeyman Machinist	3.00 per day	Three years
25	Master Machinist	90.00 per month	One year
26	Roundhouse Foreman	125.00 per month	One year
27	Division Master Mechanic	140.00 per month	One year
28	Division Master Mechanic on bigger road	200.00 per month	One year
29	General Master Mechanic	275.00 per month	One year
30	Superintendent of Motive Power	350.00 per month	Two years
32	Shop Foreman (American Locomotive Company)	275.00 per month	One year
33	Works Manager (American Locomotive Company)	12,000.00 per year	Two years
35	Works Manager (Buick Motor Car)	6,000.00 per year	Four years
40	Works Manager (Buick Motor Car)	25,000.00 per year	Two years
42	President of Buick Motor Car Co	500,000.00 per year	Two years
44	Retired for a year		
45	Executive Vice-President (Willys)	1,000,000.00 per year	Two years
47	President of Chrysler Corporation		Eighteen years

The secret of his success lies in the fact that he was never satisfied until he knew all that there was to know about the things he came in contact with. He knew more than his machinist trade; he knew how to handle men. He knew how because he was enough interested to learn how, not because he had any natural ability other than a pleasant personality which made it easy for him to make friends.

Though he never went beyond high school for his formal education, he never wasted any time when there was something he wanted to know. He took correspondence courses all during his early days of climbing the vocational ladder so that he was always equipped to do more than his immediate job, and when time for advancement came he was always ready — if not champing at the bit. Walter Chrysler admits himself that he was lucky — he knew what he wanted to do.

*Stanley Merrill*

### *Example of "Personal Comment" type of report*

*The Business Biography of John Wanamaker*, by Joseph Appel

This book tells of John Wanamaker's business success, of his merchandising methods, and of his many business anniversaries and jubilees.

At the age of 14 Wanamaker found his first job - as errand boy in a store in Philadelphia. Living in the country, he walked several miles daily from his home to the office. Often the road outside the city was so muddy or dusty that he carried his shoes in his hand until he came to the paved streets. His shoes must be clean to meet the customers!

He writes: "The city boys laughed at the newcomer because of my country clothes . . . but after all it was really good for us to be sneered at. . . . Obstacles are not infrequently turned to good account, like the stiff winds that force the drafts in the furnace of the steamships and bill the sails of the barques and brigs on the ocean."

After overcoming many obstacles, Wanamaker launched "the new kind of store" with the "money-back" custom of offering to the public the privilege of returning unsatisfactory or unwanted goods, the one-price system which eliminated the uncertainty of haggle and barter, and facts printed in advertising and merchandise tickets.

When the new Philadelphia store building was dedicated by William Howard Taft, President of the United States, he proclaimed Wanamaker the "greatest merchant in America" and his store a "model for all other stores of the same kind throughout the world."

Wanamaker summed up his policies: "Truth must be our book-keeper; knowledge discover the merchandise; integrity wait on the customers; experience build the store."

Reading was Wanamaker's recreation and the passion persisted all through his life, so that he was rarely without a book in his hand or in his pocket.

This book encourages the young boy and girl to work hard, to develop initiative, and not to be afraid to try new ideas.

*Lillian Moritz*

Student in West Bend, Wis., High School

Some biographical material concerning graduates of the school has an excellent inspirational effect upon the pupils. The bulletin board can be instrumental in presenting a "success story" of recent graduates who may be invited to speak to the class or club.

The bulletin board may be planned to present thumbnail sketches of graduates who are climbing the occupational ladder. Cutout spaces permit the insertion of a 5" by 7" picture, the name and class of the graduate. Under the heading "Activities," brief typewritten biographies include school scholarship, service, and extracurricular achievements; business experience; and some personal data on ambitions, interests, and hobbies.

The bulletin board biography may be displayed for one week

before the informal talk and form a basis for the question-and-answer period which follows. The stimulation of discussion with a successful worker "on the job" is a superb teaching aid and makes successful achievement seem more nearly within reach.

The biographical readings, given below, record the life histories of successful workers in fields of business. Those preceded by "L" have been recommended in Logic's *Careers in the Making*, (1942). "K" indicates inclusion in Kitson's list in *I Find My Vocation*, (1937); "W" books are included in *Vocations in Biography*, published by the public library of Washington, D.C., (1938); "HS" indicates listing in the *Standard Catalog for High School Libraries*, (1942); and "A" books are recommended in the *A.L.A. Catalog* or supplements. For books published prior to those indexes, the consensus of expert opinion may be a useful guide.

#### CLASSIFIED LIST OF BIOGRAPHIES FOR USE IN BUSINESS CLASSES

##### *Advertising*

- A-W *Louder Please!* E. E. Calkins. Atlantic Monthly Press, Inc., 1924
- A-HS-L *It's a Woman's Business.* Estelle Hamburger. Vanguard Press, 1939
- HS-L-W *Through Many Windows.* Helen Woodward. Harper & Brothers, 1926
- A-K-L *My Life in Advertising.* Claude C. Hopkins. Harper & Brothers, 1927
- Growing Up With Advertising.* Joseph H. Appel. The Business Bourse, Publishers, 1940

##### *Banking and Finance*

- K *Levi Parsons Morton.* Robert McElroy. G. P. Putnam's Sons, 1929
- K *Father and Son (the Stillmans).* John K. Winkler, Vanguard Press, 1933
- K-L *Henry P. Davison: The Record of a Useful Life.* Thomas W. Lamont. Harper & Brothers, 1933
- From Farm Boy to Financier.* Frank Vanderlip and Boyden Sparkes. D. Appleton-Century Co., Inc., 1935
- L-W *Jay Gould — The Story of a Fortune.* Robert I. Warshaw. Greenberg, Publisher, Inc., 1928
- W *The Guggenheims.* Harvey O'Connor. Covici-Friede, 1937

- L. W. *The House of Morgan.* Lewis Corey. G. Howard Watt, 1939  
*Life of Thomas Coutts, Banker.* Ernest H. Coleridge. John Lane, 1920
- K. I. W. *Morgan the Magnificent.* John K. Winkler. Vanguard Press, 1930
- L. W. *They Told Barron* (Wall Street conversations with Clarence Walker Barron). Arthur Pound and S. T. Moore, ed. Harper & Brothers, 1930
- L-W. *Andrew W. Mellon -- The Man and His Work.* Philip Love. F. Heath Coggins & Co., Baltimore, 1929
- A. *J. Pierpont Morgan, an Intimate Portrait.* H. L. Satterlee. The Macmillan Co., 1939
- W. *Rue of the House of Rothschild.* E. C. Corti. Cosmopolitan Book, 1928

#### *Business (Miscellaneous)*

- A-HS-L-W. *The Autobiography of a Business Woman.* Alice Foote MacDougall. Little, Brown and Co., 1928
- A. *Builders of Empire* Floyd L. Dartow. Longmans, Green & Co., 1930
- HS-K-L. *Girls Who Did; Stories of Real Girls and Their Careers.* H. J. Ferris and V. Moore. E. P. Dutton & Co., Inc., 1927
- HS. *How They Started; Nine Famous Men Begin Their Careers.* Elizabeth B. Hamilton. Harcourt, Brace & Co., 1937
- L. *The Highway to Success.* C. Harold Smith. D. Appleton-Century Co., Inc., 1931
- History of American Business Leaders: a Series of Studies.* Fritz Redlich. Edwards Bros., Ann Arbor, Mich., 1940
- History of the Business Man.* Mary Beard. The Macmillan Co., 1938.
- Jewish Merchants in Colonial America.* M. K. Freund. Behrman's Jewish Book House, 1939
- L. *Men Who Are Making America* (collection of sketches) B. C. Forbes. B. C. Forbes Publishing Co., 1927
- HS-L. *Modern Great Americans.* Frederick H. Law. D. Appleton-Century Co., Inc., 1926
- L. *Through Many Windows.* Helen Woodward. Harper & Brothers, 1926
- A. *Today's Young Men.* Felix B. Stryckmans. Reilly & Lee, 325 W. Huron St., Chicago, 1940 (Brief success

stories of 70 young men, some of whom are in business.)

- A-HS-L *A Woman's Place; the Autobiography of Hortense Odum* (managing specialty store for women). Charles Scribner's Sons, 1939

### *Industry*

- W *And Then Came Ford* Charles Merz. Doubleday, Doran & Co., Inc., 1929  
*Adventures of a White-Collar Man*. Alfred P. Sloan, Jr., and Boyden Sparkes (General Motors). Doubleday, Doran & Co., Inc., 1941
- A *The Astors*. By Harvey O'Connor. Alfred A. Knopf, Inc., 1941
- L-W *Autobiography*. Andrew Carnegie Houghton Mifflin Co., 1920
- A *Commodore Vanderbilt; an Epic of the Steam Age*. W. J. Lane. Knopf, 1942
- A *George Westinghouse, Fabulous Inventor*. H. G. Garbedian. Dodd, 1943  
*Incredible Carnegie*. John K. Winkler. Vanguard Press, Inc., 1934
- L *Sir Henri W. A. Deterding*. As told to Stanley Naylor. Harper & Brothers, 1934
- L-W *George Eastman*. Carl W. Ackerman. Houghton Mifflin Co., 1930
- L-W *Henry Ford, the Man, the Worker, the Citizen*. Joseph G. Hamilton. Henry Holt & Co., Inc., 1927
- L *Henry Ford, Motor Genius*. William A. Simonds. Doubleday, Doran & Co., Inc., 1929
- A-L *God's Gold: the Story of John D. Rockefeller and His Times*. John T. Flynn. Harcourt, Brace & Co., Inc., 1932
- A *Men of Wealth: The Story of Twelve Significant Fortunes from the Renaissance to the Present Day*. By John T. Flynn. Simon & Schuster, Inc., 1941
- A *Alfred I. DuPont, the Family Rebel*. Marquis James Bobbs-Merrill Co., 1941
- W *Men and Rubber*. H. S. Firestone. Doubleday, Doran & Co., Inc., 1926
- W *The DuPont Dynasty*. John K. Winkler. Reynal & Hitchcock, 1935.
- A *What's Past Is Prologue — Reflections On My Industrial Experience*. Mary Barnett Gilson. Harper & Brothers, 1940

- A K L *My Life and Work.* Henry Ford with Samuel Crowther. Doubleday, Doran & Co., Inc., 1922
- A *John D. Rockefeller; the Heroic Age of American Enterprise.* Allan Nevins. Charles Scribner's Sons, 1940
- L-W *John D. Rockefeller, a Portrait in Oils.* John K. Winkler. Vanguard Press, Inc., 1929
- L *Queen D. Young, a New Type of Industrial Leader.* Ida M. Tanbell. The Macmillan Co., 1932
- A *Rubber's Goodyear; the Story of a Man's Perseverance.* A. C. Regh. Messner, 1941

#### *Merchandising and Salesmanship*

- L W *The Business Biography of John Wanamaker.* Joseph H. Appel. The Macmillan Co., 1930
- A *Five and Ten; the Fabulous Life of F. W. Woolworth.* John K. Winkler. Robert M. McBride & Co., 1940
- L *The Man with a Thousand Partners, James Cash Penney.* Robert W. Buere. Harper & Brothers, 1931
- K-L W *The Romantic Rise of a Great American (Wanamaker).* Russell H. Conwell. Harper & Brothers, 1924
- A *Send No Money.* (Sears, Roebuck Mail Order House.) L. E. Asher and Edith Heal. Argus Books, 1942
- W *Tankee Bookseller.* C. E. Goodspeed. T. Allen, Toronto, Canada, 1937

#### *Secretary*

- A *Henry Ponsonby, Queen Victoria's Private Secretary.* A. P. Ponsonby. Macmillan, 1943
- A *I Was Winston Churchill's Private Secretary.* Phyllis Moir. Funk & Wagnalls Co., 1941
- Shirley Clayton — Secretary* (Career Fiction). Blanche L. Gibbs and Georgiana Adams. Dodd, Mead & Co., 1941

#### *Social Secretary*

- A *Diplomatically Speaking.* Lloyd Carpenter Griscom. Little, Brown & Co., 1940
- A *John Hay.* Tyler Dennett. Dodd, Mead & Co., 1934
- A-K *Presidents and First Ladies, Recollections of a White House Secretary.* Mary Randolph. D. Appleton-Century Co., Inc., 1936
- A *An Adventure with a Genius; Recollections of Joseph Pulitzer.* Alleyne Ireland. E. P. Dutton & Co., 1937



## ASSIGNMENTS FOR PUPILS

1. From your study of several biographies according to the outlines given in this chapter, summarize the qualifications that are recommended for satisfactory pursuit of the occupation you are studying.
2. Bring to class a newspaper clipping announcing the appointment of some prominent person to an important post. From a study of his biography, point out the factors that helped him win the appointment.
3. If you have seen one of the biographies portrayed in a motion picture, tell what you learned from it about qualifications, training, and rewards for specific occupations.
4. Discuss the following proverb in connection with one of the biographies: "Seest thou a man diligent in his business? He shall stand before kings." — Proverbs XXII, 29
5. From the study of biographies, cite an example of some prominent person who looked for a job with promotional possibilities. Compare his philosophy with that of the following.

### THE JOB \*

Take this, my boy, and remember it long,  
Though now it may strike you as funny,  
A job with a chance to improve and advance  
Is better than one that pays money.

Take a hint from an old man who's traveled the way,  
Just heed to his counsel a minute,  
There's a job that may pay you five dollars a day  
But that's all there will ever be in it.

Don't look at the cash as so many boys do,  
Take a look at the long years before you;  
See how much you can learn, not how much you can earn,  
And the place which the future has for you.

Can you rise from the post where they'd have you begin?  
How far will this humble job take you?  
These are questions to ask. They pay well for the task,  
But what sort of a man will it make you?

Oh, many a boy has begun with a rush  
And has grabbed for a man's wages blindly;  
Now he sticks as a man at the spot he began,  
And thinks life has used him unkindly.

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\* Edgar A. Guest. *Just Folks*. Reilly & Lee Co., 1917. (Used by permission.)

So look for a job with a future ahead,  
Seek a chance to grow greater and greater,  
Seek a place where you know as you work you will grow,  
And the money will come to you later.

#### SELECTED REFERENCES

1. CALDWELL, MARY JANE H. *Materials for Teachers to Use in Giving Vocational Guidance Through the Study of Biography*. Unpublished Master's Thesis, Teachers College Library, Columbia University, 1931.
2. KILSON, H. D. "Biographies of Successful Workers." *I Find My Vocation*. Pp. 66-91. McGraw-Hill Book Co., 1937.
3. KILSON, H. D. "Lives of Great Men All Remind Us." *How to Find the Right Vocation*. Pp. 57-81. Harper & Brothers, 1938.
4. LOGIE, I. R. *Careers in the Making*. Harper & Brothers. Second Series, 1942.
5. Science Research Associates. *Basic Occupational Plan: Methods and Techniques for Using Occupational Information in English Courses*. Chicago, Illinois, 1939.
6. *Vocations in Biography*. Public Library of Washington, D.C., 1938.

## XIII

### Fictional Descriptions of Business Occupations; Poems

TEACHERS of business subjects may contribute to the general school program of introducing pupils to interesting reading materials that appeal to their individual tastes and curiosities. The value of inspiring biographies was discussed in Chapter 12. The vocational story showing a worker in a field that attracts the pupil may be included in most class assignments at least once a year to enrich his understanding of vocations.

This new type of vocational literature has been developed in recent years. The "fictionalized" biography or the "career fiction" presents a considerable amount of information about occupations. Many young people prefer to obtain their vocational information from the conversations and stories of fictitious characters rather than from a statistical condensed treatment in a monograph.

Because of the story appeal, a novel with a vocational background is useful to encourage young people to read about occupations and become aware of the qualifications and requirements necessary for success in certain fields. It may be preliminary to the acquisition of more specific information contained in the occupational books and pamphlets.

Some vocational novels such as *The Citadel* and *Arrowsmith* lay considerable stress on plot and individual character development. However, it is not possible to recommend many fictional descriptions of business occupations which possess both literary merit and a complete presentation of vocational information. The books starred at the end of this chapter have been selected on the basis of the following criteria:

1. Does the story sustain the reader's interest?
2. Is the occupational information accurate and applicable to present-day conditions?
3. Does the book present a reliable and realistic picture of the work in the occupation?
4. Are the thrills, adventures, or hardships described inherent in the

- occupation or are they improbable and injected to accelerate the pace of the story?
5. Does the book furnish an incentive to worthy endeavor?

Additional criteria, suggested below, may be considered in selecting fiction for imparting information about specific occupations, even though all of them may not apply to any one book:

1. Does the presentation stimulate the reader to make a firsthand investigation of the occupation and to do further reading on the subject?
2. Does the book stimulate the reader to self-appraisal and life-career planning and yet present the occupational information in an unobtrusive manner so as not to detract from the enjoyment of reading?
3. Do the characters in the story reveal the personal qualities and character traits which contribute to success or failure in the vocation?
4. Does the story create an understanding of the job, its working conditions, its rewards, and its demands upon the worker?
5. Do the characters encounter handicaps and disappointments as well as success and do they manifest initiative and courage in meeting emergencies?
6. Are the characters worthy of emulation; is the occupation socially useful?

### *Classified Lists of Vocational Fiction*

Many novels, classified in 102 occupational groups and selected on the basis of descriptions of work processes or portrayal of character of workers, are cited and annotated in [8] *Vocations in Fiction*.

Some vocational counselors, teachers, and readers' advisers in public libraries maintain current files of titles of "career fiction" to supplement the above 1938 list, especially on subjects for which there are frequent requests. If the library or counselor does not offer this service, a request and stamped envelope sent to the readers' advisory service of the *New York Herald Tribune*, or *The Saturday Review of Literature*, will bring titles of recent fiction or biography on any subject.

An interesting discussion of the use of "career fiction" and the services of a reader's adviser is given by May Lamberton Becker, of the Reader's Guide, *New York Herald Tribune*: \*

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\* Paper read at committee meeting of "Community Aspects of Guidance" at the national convention of the National Vocational Guidance Association, Atlantic City, February 19, 1941.

## THE ROLE OF THE READER'S GUIDE IN VOCATIONAL GUIDANCE

By May Lamberton Becker

The advice offered by a Reader's Guide is naturally by no means so thorough-going as that given by a vocational guidance bureau or professional adviser in these fields. Vocational guidance is, after all, but one of many fields in which this "Reader's Guide" may be called upon to give first aid. In fact, first aid is all I can ever give: when someone asks me how to look over the field in general, with a view to ascertaining the type of work for which he is probably fitted, and the ways of fitting himself, I can direct him to a number of general guides that he may consult. If he has already chosen his lifework, or has a pretty good notion of the general type of lifework he wants to carry on, I can tell him what books will give him some idea of its practical workings, its rewards, its hardships, its place in the community, and so on. What such an enquirer usually wants is one of the "opportunity" books, telling what jobs can be had along these lines and what the chances are for advancement. If, however, the enquirer is so *young* that work is as yet fairly far ahead, what he usually wants is a *story* in which someone is shown at work in the field that attracts him. At this point the "vocational story" comes in.

I believe, though I have kept no statistics on the matter, that I am more often consulted on the choice of books of this particular kind than on actual manuals for occupational guidance. The reason is plain: the vocational counselor is so competent and his work so well organized, that a young seeker for light very sensibly goes straight to him and gets what he needs most — personal, *viva voce* information, and the opportunity of discussion. But many librarians have learned that there may come a time in the teens when the only form of book that could be classed as a juvenile that will be read by young folks is precisely this kind of vocational story. It is, I think, the last "juvenile" the teen age reads, especially the teen-age girl. She has begun to feel the urge to live her own life (I am not using this phrase in any spectacular sense, but to mean simply that she is beginning to feel a certain urge for freedom and to understand that it is something that one must pay for). The very idea of earning her own money has a romantic charm — before the actual necessity for doing so arises! Thus it is really not necessary to *introduce* much romance into a story of this sort, for the job it describes is, to this particular reader, romantic in itself. It is, however, not unwise to let the idea of marriage slip into the later chapters, for only a girl with a genuine vocation — who would not be shopping around like this for information about her life-

work would willingly contemplate a job that put marriage completely out of the question.

The one point on which the adviser on this sort of story should, I think, stand firm, is that of the nature of the "thrills" that the book provides. If these are inherent in the job, bring them on, the more the better. But if they must be lugged in to brighten or accelerate the pace of the book, this is no book for me. It will arouse a quite erroneous idea of that sort of work . . .

### *Reports of Reading Are Educative*

As in the use of biography, the work activities in classes of business subjects will involve the use of the typewriter, shorthand pencil, mimeograph machine, calculating machines, and the filing cabinets. Discussion will be allowed to permit sufficient interchange of reactions to serve as inspiration to further reading.

The typewritten report, book brief, vocational ladders, summary reports, or recommendation for library purchase may follow the same general patterns as are described elsewhere in this book.

If class interest is developed in the vocational literature, it will be reflected in the club programs of after-school meetings, where interesting forms of oral reports will be desired. For an occasional class exercise, oral discussions on fictional descriptions of business occupations will help pupils obtain a vision of the diversity of occupations open to them and the characteristics they should possess for the specific fields. These oral reports will acquaint pupils with available reading materials and make them aware of the information that may be gleaned from them.

### *Forms of Oral Reports on Vocational Books*

Oral reports may be given in one of three ways: 1. each individual describing a separate book; 2. group discussion on a book which everyone has read; 3. panel or forum discussion planned around some unifying theme, each student reporting on a separate book.

1. *Individual Reports.* As in reports of biography, each pupil may be asked to prepare a vocational ladder, reporting each step taken by the character in the story. The occupational significance of the novel may be italicized by including in the oral discussions the kinds of work done at each level, with a summary of advantages or disadvantages. In some cases, the methods of progress

from one responsibility to the next and the ways of securing promotion to succeeding steps may be singled out for discussion.

Some suggestions for reporting on biographies, which would apply equally well to "fictionalized" biographies, may be found in *Living Through Biography*, a teacher's manual for *The High Trail, Actions Speak*, and *Real Persons*, by Edwin Diller Starbuck (World Book Company, 1937). Other suggestions are given in Logasa's *Biography in Collections Suitable for Junior and Senior High Schools* (H. W. Wilson, 1940).

2. *Group Discussion.* If a class can be divided into groups according to interests, procedures which reading clubs follow can be used. After the group has discussed its own ideas about the book, they may compare their conclusions with those of other critically minded people by reading what the reviewers report in several publications, such as *The Saturday Review of Literature, Books*, and occupational indexes.

3. *Forum Discussion.* The assignment to read and report on a vocational book frequently needs variation to hold its appeal. A discussion planned around some central theme may furnish motivation for these reports.

Following is an example of a forum discussion, held in one of the author's classes. It is based on recent literary prizes and has proved to be a popular stimulation to the reading of biography and "career fiction," particularly books that show the struggles against adversity and disadvantage.

Books about businessmen, journalists, and other workers may be selected for review by the pupils interested in those special fields. The power of the books combined with the power of the interest in literary awards will incite continued reading on the part of many participants.

Notes and extracts to be used by students in their reports may be typewritten.

## DISCUSSION OF RECENT LITERARY AWARDS

STUDENT CHAIRMAN of discussion group: John Finley, when president of the College of the City of New York, made this suggestion to the students at the beginning of every holiday period: "Take a long walk, read a good book, make a new friend." Writing about good books, Abbé Dimnet said in *The Art of Thinking*: "Do not read good books — life is too short for that — only read the best. And of those only read what gives you the greatest pleasure."

What are the best books? A glance at a list of the best sellers ten or twenty years ago discourages one from spending too much time reading the best sellers of today.

No committee unanimously agrees on a piece of literature. Judgments change according to time, place, and prevailing literary fashions. There is no absolute basis for tests of the best books, and people constantly disagree over matters of taste.

Many literary prizes are awarded each year by juries and judges whose training should make them capable of intelligent opinions. Reading lists composed of books that are selected by distinguished men of letters are felt to represent intelligent and distinguished judgment. Consequently, today's program has been planned on recent literary awards.

We have chosen for discussion several of the prizes and their donors. Each member of the group will give a short talk on one of the books or the men who conceived the ideas for these awards. The reviews are not meant to save you the trouble of reading the books, but are given to aid you in selecting books that you may like to read.

These books have been crowned by the laurel wreath as being "good." "Good for what?" may be answered in some of our later discussions. Books which have received the prizes will be on exhibition for your inspection at the close of the program.

Student B will report on the Nobel Prize, as recorded in *The Nobel Prize Winners in Literature* \* and in *Nobel, Dynamite and Peace*: †

STUDENT B: The Nobel Prize has been the most coveted literary award in the world. The check for approximately \$40,000 has been insignificant compared to the prestige and advertising value in forty-two nations.

(There followed a summary of Nobel's career ending with the following statement:)

When he died at the age of sixty-three, his large fortune of nine million dollars was willed as follows: "The interest accruing from my capital shall be annually awarded in prizes to those persons who shall have contributed most materially to benefit mankind during the year immediately preceding. The said interest shall be divided into five equal amounts to be apportioned as follows: one share to the person who shall have made the most important discovery or invention in the domain of physics; one in chemistry; one in physiology or medicine; one share to the person who shall

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\* Marble, Annie Russell. *The Nobel Prize Winners in Literature*. New York: D. Appleton, 1932.

† Sohlman, Ragnar, and Schuck, Henrik. *Nobel, Dynamite and Peace*. New York: Cosmopolitan Book Corp., 1929.



have produced in the field of literature the most excellent work of an idealistic tendency; and fifth, for the most effective work in the interest of international peace. . . . I declare it to be my express desire that in the awarding of prizes, no consideration whatever be paid to the nationality of the candidates; that is to say, that the most deserving be awarded the prize, regardless of national affiliation."

STUDENT CHAIRMAN: Madame Curie, as a young scientist, was aided by the award. She was twice awarded the Nobel Prize; in 1903 in physics; in 1911 in chemistry

The biography, *Madame Curie*, will now be reported on by Student C, who will quote some excerpts dealing with the requirements and early training of a scientist and will show her struggles in hurdling handicaps.

STUDENT C: [Review of *Madame Curie*, by Eve Curie.]

STUDENT CHAIRMAN: In 1930, Sinclair Lewis was the first American to be recognized by the Nobel Prize in literature. The citation on the diploma and medal awarded to him has been translated: "For his powerful and vivid art of description and his ability to use wit and humor in the creation of original characters."

Student D will comment on *Babbitt* and *Dodsworth*, giving some of the extracts concerned with the businessman, his interests, and his work.

STUDENT D. [Comment on *Babbitt* and *Dodsworth*.]

STUDENT CHAIRMAN: Student E will review *Arrowsmith*, quoting some passages dealing with the discussion of preparation and qualities required of a physician.

STUDENT E: [Review of *Arrowsmith*.]

STUDENT CHAIRMAN: Student F will report on the donor of the Pulitzer Prizes.

STUDENT F. To the average American, the Pulitzer Prize may mean just one more prize. To the European it stands for the best that America can produce.

The name of Joseph Pulitzer is illustrious in the annals of American journalism and the story of his career and his efforts to establish significant literary awards are as interesting as the prizes themselves.

Don C. Seitz, who was associated with Pulitzer during the last eighteen years of his life, has written the biography, *Joseph Pulitzer, His Life and Letters*,\* from which the following is condensed. . . . (A summary of Pulitzer's life concludes with the following statement.)

Pulitzer's will provided for a series of prizes in the interest of

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\* Seitz, Don C. *Joseph Pulitzer, His Life and Letters*. Simon and Schuster, 1924.

good newspaper work, letters, drama, art, and music, — there being five prizes in letters, five prizes in journalism, and five traveling scholarships in art, music, and journalism.

STUDENT CHAIRMAN: Student G will review the biography, *Joseph Pulitzer: Reminiscences of a Secretary*, written by Alleyne Ireland in 1914.\* This book records the experiences of a secretary to Mr. Pulitzer and gives the requirements of a secretary to an editor as well as the qualifications of a secretary to a blind man. This is one of the few books which give information on the position of a secretary as held by a man.

STUDENT G: [Review of *Joseph Pulitzer: Reminiscences of a Secretary*.]

STUDENT CHAIRMAN: Students H, I, and J have chosen prize-winning books on which they will report the kinds of work or careers described. Student H has selected *John Hay* by Tyler Dennett, a biography of a man who began his career as a private secretary in the White House.

STUDENT H: [Review of *John Hay*.]

(Students I and J then present their reviews.)

STUDENT CHAIRMAN: The Business Book League, now disbanded, selected these books as outstanding business books of the year. Student K will tell us about two of them:

*The Business Biography of John Wanamaker*, by Joseph Appel

*The Man With a Thousand Partners* (J. C. Penney), by R. W. Buere

STUDENT K: [Pupil gives brief review.]

STUDENT CHAIRMAN: The American Booksellers Association instituted the National Book Awards in 1936. A selected list of books is compiled by a central New York committee of seven members, revised by a national committee of fifteen booksellers in different cities, and judged by booksellers in all parts of the country. The award is an engraved bronze paper weight awarded annually for:

The most distinguished novel of the year

The most distinguished non-fiction of the year

The most distinguished biography of the year

The most original book of the year

The forgotten book (This award is made only when conditions justify it.)

Student L has considered some of these prize-winning books, and will review *The Citadel*.

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\* Ireland, Alleyne *Joseph Pulitzer: Reminiscences of a Secretary*. New York: Mitchell Kennerley, 1914. (Out of Print) Reissued as *An Adventure with a Genius: Recollections of Joseph Pulitzer*. E. P. Dutton & Co., 1937.

STUDENT L: [Review given.]

STUDENT CHAIRMAN: Many readers testify to the influence of books upon their choice of work. Will these books have as much influence, do you think, as Burbank declared Darwin's book had upon him?

Luther Burbank in *The Harvest of the Years* says: "Right now I have in mind the influence on me of the greatest scientific thinker of our age — the man who changed the whole meaning and language of science, Charles Darwin. In Lancaster I had got hold of a book of his: 'The Variation of Animals and Plants under Domestication'; it opened a new world to me . . . While I had been struggling along with my experiments, blundering on half-truths and truths, the great master had been reasoning out causes and effects for me and setting them down in orderly fashion, easy to understand, and having an immediate bearing on my work! I doubt if it is possible to make anyone realize what this book meant to me . . ."

Andrew Carnegie was a telegraph messenger who later endowed the Carnegie libraries out of gratitude to the library of the man whose furnace he tended and who permitted him to use his library. Rockefeller started as a clerk with a produce commission house and was paid fifty dollars for his first three months' work; John Wanamaker began as an errand boy and Thomas A. Edison as a train newsboy. They do not ascribe their inspiration or encouragement to the influence of the teacher or the school, but to the books and magazines which they happened to read.

To return to John Finley's pre-vacation counsel, "Take a long walk, read a good book, make a new friend," we hope that this discussion will not make you want to take a long walk, but that it will help you to read a good book, make a new friend.

### *Fiction for Oral or Written Reports*

Except for the more recent publications, all of the following novels have been recommended by at least one authority on book selection. Those marked "L" are selected from Lingenfelter's *Vocations in Fiction* (1938). Those marked "H" are included in the one hundred books of vocational fiction listed by Elizabeth Hodges in "Library Service to Guidance Classes" in the *Wilson Bulletin*, November, 1940. "HS" indicates inclusion in the list of fiction recommended in the *Standard Catalog for High School Libraries* (Wilson, 1942). "A" indicates recommendation in the *A.L.A. Catalog*, its supplement, or the *Booklist*.

## FICTION DEPICTING BUSINESS OCCUPATIONS

### *Advertiser*

- Brande, Dorothea. *My Inmable Aunt*. Farrar & Rinehart, 1938
- A-L Ferber, Edna. *Personality Plus*. Stokes, 1914
- Grumline, E. Evelyn. *Patsy Breaks into Advertising*. Dodd, 1939
- A-H Hutchinson, Dorothy D. *Nathalie Enters Advertising*. Little, 1939
- Hutchinson, Dorothy D. *Nathalie Moves Ahead*. Little, 1940
- Loring, Emilie. *As Long as I Live*. Grosset, 1937
- McKay, Albs. *Woman About Town*. Macmillan, 1938

### *Banker*

- L Cohen, Octavus Roy. *Scarlet Woman*. Appleton-Century, 1936
- L Kelland, Clarence Budington. *Gold*. Burt, 1931
- L Kelland, Clarence Budington. *Hard Money*. Harper, 1930
- L Kelland, Clarence Budington. *Jealous House*. Harper, 1934
- L Lincoln, Joseph Crosby. *Aristocratic Miss Brewster*. Appleton, 1927

### *Bookseller*

- A-H-HS-L De Leeuw, Adele Louise. *A Place for Herself*. Macmillan, 1937
- A-L Goudge, Elizabeth. *City of Bells*. Cloward-McCann, 1937
- A-H-HS-L Hess, Ejeril. *Sandra's Cellar*. Macmillan, 1934
- HS-L Morley, Christopher Darlington. *Haunted Bookshop*. Doubleday, 1923
- A-HS-L Morley, Christopher Darlington. *Parnassus on Wheels*. Doubleday, 1917

### *Business*

- L Bartlett, Frederick Orin. *Wall Street Girl*. Houghton, 1916
- L Ferber, Edna. *Buttered Side Down*. Stokes, 1912
- L Ford, Sewell. *Torchy*. Grosset, 1913
- H-L Heyliger, William. *Silver Run*. Appleton, 1934
- H-L Heyliger, William. *Steve Merrill, Engineer*. Appleton, 1935
- A-HS Hilton, James. *Random Harvest*. Little, 1941

- A-HS L Hobart, Alice Tisdale. *Oil for the Lamps of China*. Grosset, 1933
- A-HS Hobart, Alice Tisdale. *Their Own Country*. Bobbs-Merrill, 1940
- A-HS-L Lawrence, Josephine. *Sound of Running Feet*. Stokes, 1937
- A-HS-L Lewis, Sinclair. *Babbitt*. Harcourt, 1922
- H-HS-L Raymond, Margaret T. *Linnet on the Threshold*. Longmans, 1930
- A-H-HS Raymond, Margaret T. *Sylvia, Inc.* Dodd, 1938
- A L Suckow, Ruth. *Cora*. Knopf, 1929
- L Tarkington, Booth. *Young Mrs. Greeley*. Doubleday, 1929

#### *Canning Industry Worker*

- L Beach, Rex Ellingwood. *Silver Horde*. Blue Ribbon, 1909
- L Heyliger, William. *Silver Run*. Appleton, 1934
- A-L Hull, Morris. *Cannery Anne*. Houghton, 1936

#### *Caterer*

- L Burlingame, Roger. *Susan Shane*. Scribner's, 1926

#### *Department Store Work*

- A Davis, Anne Pence. *The Customer Is Always Right*. Macmillan, 1940
- L Fisher, Dorothy Canfield. *Homemaker*. Harcourt, 1924
- A-HS-L Goudge, Elizabeth. *A City of Bells*. Coward-McCann, 1936
- L McCord, Joseph. *One Way Street*. Macrae, 1936
- A-L Oliver, Jane, and Stafford, Ann. *Business as Usual*. Houghton, 1934
- A-H-L Pennoyer, Sara. *Polly Tucker, Merchant*. Dodd, 1937
- HS-L Raymond, Margaret Thomsen. *Linnet on the Threshold*. Longmans, 1930
- L Roberts, Cecil. *Bargain Basement*. Appleton, 1932
- A Runbeck, Margaret. *For Today Only*. Appleton, 1938

#### *Editor and Publisher*

- Connolly, Vera. *Judy Grant: Editor*. (Magazine) Dodd, 1940
- H Hall, Esther G. *Haverhill Herald*. Random House, 1938
- H Heyliger, William. *Ritchie of the News*. Appleton, 1933
- A-H Melcher, Daniel. *Young Mr. Stone, Book Publisher*. Dodd, 1939

### *Factory Worker*

- A-L Brody, Catharine. *Nobody Starves*. Longmans, 1932  
A Douglas, Lloyd Cassel. *Invitation to Live*. Houghton, 1940  
L Lindegren, Mrs. Signe. *Ingrid's Holidays*. Macmillan, 1932  
A-H HS-L Raymond, Margaret Thomsen. *Bend in the Road*. Longmans, 1934

### *Fruit Growing Industry*

- H Means, Florence C. *The Singing Wood*. Houghton, 1938  
H-L Medary, Majorie. *Orange Winter*. Longmans, 1931

### *Manager of Apartment House*

- A-H HS Mallette, Gertrude E. *No Vacancies*. Doubleday, 1939

### *Manager of Broadcasting Station*

- A-H-HS Wing, Paul. *Take It Away, Sam*. Dodd, 1938

### *Manufacturer*

- A-L Bentley, Phyllis Eleanor. *Inheritance*. Macmillan, 1932  
A-L Ferber, Edna. *Come and Get It*. Doubleday, 1935  
A-L Hergesheimer, Joseph. *Foolsap Rose*. Knopf, 1934  
L Kelland, Clarence Budington. *Dynasty*. Burt, 1929  
A-L Leslie, Doris Oppenheim. *Full Flavour*. Macmillan, 1934  
L Maurois, André. *Bernard Quesnay*. Appleton, 1927  
L Tarkington, Booth. *Turmoil*. Harper, 1915

### *Merchant*

- A Claudill, Rebecca. *Barrie and Daughter*. Viking, 1943  
L Ferber, Edna. *Fanny Herself*. Stokes, 1917  
L Peattie, Ella. *Lotta Embury's Career*. Houghton, 1915  
L Poole, Ernest. *One of Us*. Macmillan, 1934  
L Richmond, Grace Louise. *Twenty-fourth of June*. Blue Ribbon, 1914  
Sprague, J. R. *Making of a Merchant*. Morrow, 1928

### *Oil Industry Worker*

- A-L Beach, Rex Ellingwood. *Flowing Gold*. Blue Ribbon, 1922  
A-HS-L Ferber, Edna. *Cimarron*. Doubleday, 1930  
L Sinclair, Upton Beall. *Oil*. Boni, 1927

*Restaurant Manager and Stevedore Service*

- L Hurst, Fannie. *Imitation of Life*. Harper, 1933
- L Kelland, Clarence Budington. *Roxana*. Harper, 1936
- A O'Malley, Patricia. *Wider Wings*. Greystone Press, 1942

*Salesman*

- L Dodge, Henry Irving. *Skinner's Dress Suit*. Houghton, 1916
- L Ferber, Edna. *Buttered Side Down*. Stokes, 1912
- L Ferber, Edna. *Emma McChesney & Co.* Stokes, 1915
- A-L Ferber, Edna. *Roast Beef, Medium; The Business Adventures of Emma McChesney* Stokes, 1913
- A Ferris, F. E. *Jerry Foster, Salesman*. Doubleday, 1942
- A Meader, S. W. *Blueberry Mountain*. Harcourt, 1941
- A-H-HS Thompson, Mary W. *Highway Past Her Door*. Longmans, 1938

*Secretary*

- L Bottome, Phyllis. *Second Fiddle*. Appleton, 1917
- L Ford, Sewell. *Torchy, Private Secretary*. Grosset, 1915
- Gibbs and Adams. *Shirley Clayton, Secretary*. Dodd, 1941
- A Jamieson, Leland S. *High Frontier*. Morrow, 1940
- Hauck, Louise Platt. *The Little Secretary*. Dodd, 1942

*Shipbuilder*

- A-L Blake, George. *The Shipbuilders* Lippincott, 1936
- A-L Bracc, Gerald Warner. *The Islands*. Putnam, 1936
- A-HS-L Chase, Mary Ellen. *Silas Crockett*. Macmillan, 1935
- L Du Maurier, Daphne. *Loving Spirit*. Doubleday, 1931
- A-HS-L Hewes, Mrs. Agnes Danforth. *Glory of the Seas*. Knopf, 1934
- A-L Jameson, Storm. *Lovely Ship*. Knopf, 1927
- A-L Jameson, Storm. *Voyage Home*. Knopf, 1930
- HS-L Meigs, Cornelia Lynde. *Clearing Weather* Little, 1928
- A-HS-L Sperry, Armstrong. *All Sail Set*. Winston, 1935

*Shipper*

- A-L Hawes, Charles Boardman. *Mutineers*. Little, 1920
- A-HS-L Hewes, Mrs. Agnes Danforth. *Glory of the Seas*. Knopf, 1934
- L Hobart, Alice Tisdale. *Pudgin Cargo*. Century, 1929
- L Kyne, Peter Bernard. *Cappy Ricks*. Grosset, 1921
- L Kyne, Peter Bernard. *Go-geller*. Farrar, 1921
- A-L Poole, Ernest. *The Harbor*. Macmillan, 1925

### *Stenographer*

L. Thomas, Jeanette. *Traipsin' Woman*. Dutton, 1933

### *Teacher Manager*

H. Bacon, Josephine. *House by the Road*. Appleton, 1937

A H-HIS Bianco, Marjorie. *Other People's Houses*. Viking, 1939

L. Parmenter, Christine. *Unknown Port*. Blue Ribbon,  
1927

### *Poems Describing Occupations*

At times, a story, biography, drama, essay, game quiz, or bulletin board may be the medium through which occupational information will be imparted. A versatile counselor will not overlook the occasional use of poetry.

A poem which not only describes an occupation but also discloses the character of the person engaged in it interprets that type of work very significantly.

A typewriting class may be given an assignment which utilizes poems describing occupations. When a class is completing a unit of work, pupils who finish two or three hours in advance of the others may be asked to prepare an "Occupational Design" page for the bulletin board. An occupational poem and a typed design illustrating the worker should be arranged attractively on the page, size 8½ by 11 inches, with an artistic border typed around the page. Red and black typewriter ribbons will permit the use of color in the illustrations.

The bulletin board display of these odes to occupations will call attention to the dignity of work, to the variety of work, and to the fact that contemporary poets find many themes in occupations. One perceives that a poem has a charm and power all its own. As the poet, Arthur O'Shaughnessy, wrote:

We are the music makers  
And we are the dreamers of dreams . . .  
Yet we are the movers and shakers  
Of the world for ever, it seems.\*

The poem and occupational design page may constitute the title page of the vocational essay written later in the year.

Verses describing workers may be found in many long poems.

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\* Stevenson, B. E. *The Home Book of Verse*. "Ode." P. 3128. Holt and Co. 1926.



Eleanor Lewis has selected and classified 250 poems dealing wholly or in large part with particular occupations or with various aspects of the working life, under 75 occupational titles, in [7] "Odes to Occupations."

Some poems which relate to business and clerical occupations are listed below:

#### POEMS ABOUT WORKERS

##### *Business and Clerical Workers*

- "Advertisement," Alfred Kreyenborg. Untermeyer, *Modern American Poetry*, pp. 339, 397. (1930.)
- "The Auctioneer," William Carnic. *Northern Muse*, p. 234.
- "Business Men," Ch'en Tzu-and (A.D. 656-698). Eunice Tietjens, *Poetry of the Orient*, p. 207.
- "Cameron, The Indian-Trader," Lew Sarett. Lew Sarett, *Slow Smoke*, p. 91.
- "A Clerk of Oxenford," Geoffrey Chaucer. Briggs, *Great Poems of the English Language*, p. 17.
- "In a Restaurant," Wilfrid Wilson Gibson. Greever and Bachelor, *Soul of the City*, p. 162.
- "In the Office," Simon Barr. Greever and Bachelor, *Soul of the City*, 1923, p. 30. (Typist.)
- "The Iron-Founders and Others," Gordon-Bottomley. *Oxford Book of Victorian Verse*, p. 984. (Mill Owners.)
- "The Messenger Boy," Charles Hanson Towne. Greever and Bachelor, *Soul of the City*, p. 113.
- "The Telegraph Boy," Edward Shillito. Greever and Bachelor, *Soul of the City*, p. 193.

##### *Factory Worker*

- "The Factories," Margaret Widdemer. B. E. Stevenson's *Home Book of Verse*, p. 3057.
- "The Flower Factory," Florence Wilkinson Evans. Greever and Bachelor, *Soul of the City*, p. 128.
- From "The Factory," Letitia E. Landon. Markham, *English Verse*, v. 2, p. 1748.
- "The Shoe Factory, Song of the Knot-tier," Ruth Harwood. B. E. Stevenson's *Home Book of Modern Verse*, p. 771.
- "The Time-Clock," Charles Hanson Towne. B. E. Stevenson's *Home Book of Modern Verse*, p. 769.

##### *Sales Worker*

- "The Charcoal Seller," Po Chu-I. A. Waley, translator. *170 Chinese Poems*, p. 137.

- "The Umb-Brokers," Florence Wilkinson Evans. Greever and Bachelor, *Soul of the City*, p. 259.
- "Delicatessen," Joyce Kilmer. Greever and Bachelor, *Soul of the City*, p. 165. (Dealer.)
- "The Drug Store," Eunice Tietjens. Untermeyer, *Modern American Poetry*, pp. 350, 407. (1930.)
- "The Drug Store," John V. A. Weaver. B. E. Stevenson's *Home Book of Modern Verse*, p. 761. (Pharmacist.)
- "Fleet Street," Shane Leslie. Untermeyer, *Modern British Poetry*, p. 279. (Newsboy.)
- "Lavender's for Ladies," Patrick R. Chalmers. B. E. Stevenson's *Home Book of Modern Verse*, p. 415.
- Market Women's Cries: "Apples, Onions, Herrings," Jonathan Swift. Padraic Colum, *Anthology of Irish Verse*, p. 31.
- "The Milliner's Apprentice," Florence Wilkinson Evans. Greever and Bachelor, *Soul of the City*, p. 172.
- "To a New York Shop Girl Dressed for Sunday," Anna Hempstead Branch. B. E. Stevenson's *Home Book of Verse*, p. 3021.
- "Pawnbrokers," Marguerite Wilkinson. B. E. Stevenson's *Home Book of Modern Verse*, p. 755.
- "A Peddler," Anonymous. *Oxford Book of English Verse*, 1925. P. 89.
- "The Peddler," Hermann Hagedorn. Greever and Bachelor, *Soul of the City*, p. 49.
- "Servant Girl and Grocer's Boy," Joyce Kilmer. Greever and Bachelor, *Soul of the City*, p. 66.
- "A Song for Grocers," Sherard Vines. Braithwaite, *Book of Modern British Verse*, number 69.
- "The Ticket Agent," Edmund Leamy. B. E. Stevenson's *Home Book of Modern Verse*, p. 373.
- "The Ticket Seller," Archie Austin Coates. Greever and Bachelor, *Soul of the City*, p. 320.
- "The Travel Bureau," Ruth Comfort Mitchell. B. E. Stevenson's *Home Book of Modern Verse*, p. 373.

#### *Variety of Occupations*

- "Carol of Occupations," Walt Whitman, *Leaves of Grass*, 1922. Pp. 67-75.

#### *Poems as Discussion Topics*

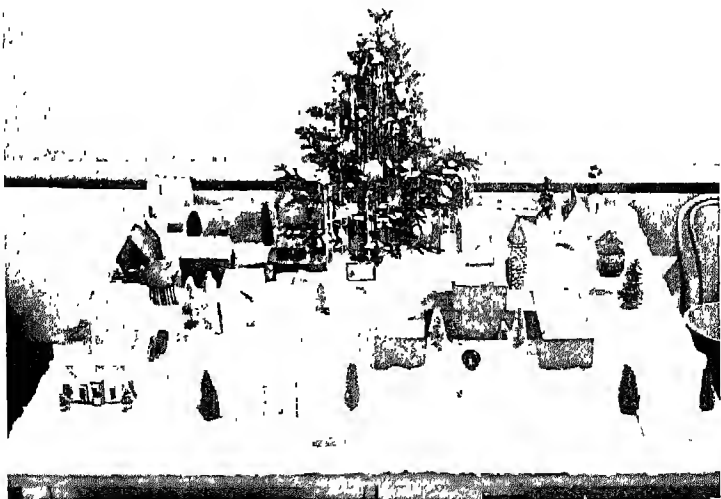
Another interesting use of poems is to suggest them as discussion topics for groups. A class may be divided into several discussion groups. All groups may be given copies of the same poem and after a specific time for group discussion, each chair-

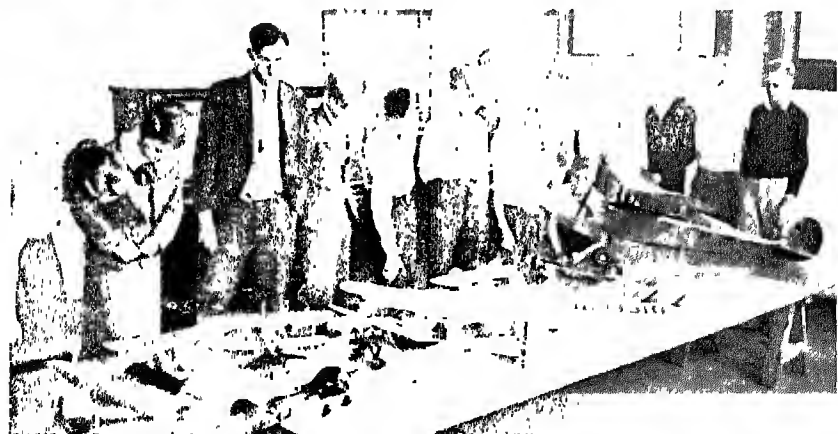


26. Special abilities and interests in mathematics are discovered by a Christmas tree model project. Forest Park High School, Baltimore. (P. 145)

27 (below) Project constructed by solid geometry classes encourages self-activity, gives varied experiences in use of higher mathematics, and helps pupils discover vocational interests, capacities, and limitations. Forest Park High School, Baltimore. (P. 145)

FIGURE 27





28, 29 and 30. Community organizations display leisure-time interests at high school Hobby Show. Town and Country Club, needlecraft; Garden Club, rock garden; Kiwanis Club, model airplanes. West Bend, Wisconsin. (P. 149)

man may report to the class on a summary, corroborating incident, or opinion expressed. For another class period, pupils may be asked to volunteer to lead the various types of discussion: panel discussion, forum discussion, symposium, debate, committee discussion, informal group discussion, colloquy, open forum discussion, colloquium, or radio discussion. Each pupil leader may select his participants and each group may select its topic dealing with personal relations, business behavior, or career planning. Poetry such as the following may be suggested as the springboards from which each one launches into the discussion:

When we mean to build,  
We first survey the Plot, then draw the Modell  
And when we see the figure of the house,  
Then must we rate the cost of the Erection,  
Which if we find out-weighs ability,  
What doe we then, but draw a-new the Modell  
In fewer Offices (Or at least desist  
To build at all)?

— *William Shakespeare*

Lose this day loitering — 'twill be the same story,  
Tomorrow — and the next more dilatory.  
Then indecision brings its own delays,  
And days are lost lamenting over days.  
Are you in earnest? Seize this very minute —  
What you can do, or dream you can, begin it.  
Courage has genius, power and magic in it —  
Only engage, and then the mind grows heated,  
Begin it and the work will be completed.

— *Goethe*

The heights by great men reached and kept  
Were not attained by sudden flight,  
But they, while their companions slept,  
Were toiling upward in the night.

— *Longfellow*

Some pupils may be encouraged to insert some original verse into their art-typing design. In a class in occupations at the Youth Center, Teachers College, Columbia University, one of the author's pupils presented the poem on page 206 the day following the viewing of the film, *I Want a Job*. Pupils had been asked

to express in verse some feeling they had experienced since the summer classes began.

### UP ON TOP

There is your goal  
Up on top  
Start to climb  
Don't you stop

Don't look back  
Stay steady and true  
Don't lose your grip  
That will never do

You're almost there  
Just a bit to go  
You'll make the top  
You will, I know

There you are  
Right on top  
Yes, you started climbing  
And you didn't stop

*Gwyn Thomas, Age 15*  
Youth Center, July 1943

### ASSIGNMENTS FOR PUPILS

1. Composing directly at the typewriter, summarize the information gleaned from a biography or "career fiction" on one of the topics given below. During the last ten minutes of the class period, form discussion groups of those who selected each of the major headings. Choose a group chairman or moderator and plan to present a brief panel discussion to the class on the following day.

#### 1. *Selection of Career*

- (a) What was the most influential factor leading to the choice of lifework?
- (b) What experience definitely guided this person's interest toward a life-long study of what became his vocation?
- (c) Which biography tells about the first evidences of interest in a certain vocation? Compare with recollections of your experiences.
- (d) In which biography was it a chance occurrence that aroused

the interest which led to pursuit of a vocation? Are chance happenings usually a good basis for vocational choice?

## II. *Preparation*

- (a) Describe the educational experiences which directed this person toward his career?
- (b) How does the present training for this occupation differ from that described in the book? Explain the difference by quoting from college catalogs.
- (c) Where in your state may young people pursue the study described in this person's education and training?
- (d) What further study and training were pursued in later years after entrance into the occupation?
- (e) Describe his methods of study and methods of work; show how they contributed to his advancement.

## III. *Requirements*

- (a) What personal qualifications contributed to his success?
- (b) What qualities of character and personality are demonstrated in his early struggles?
- (c) How did his eagerness and determination to learn help him to achieve his objectives?
- (d) What qualifications are recommended for satisfactory pursuit of this vocation?

## IV. *Progress*

- (a) Describe his struggles against obstacles standing between him and his goal.
- (b) Describe his plans to overcome his weaknesses.
- (c) What element in his occupation gave him the greatest satisfaction? What regrets did he express for having entered this type of work?
- (d) Outline the promotional steps taken by this individual

2. Plan a panel discussion around some central theme such as the one described on pages 193-197, including reports of recent books of fiction.

3. Read a book of fiction depicting an occupation of interest to you and prepare a report similar to one suggested on pages 176-182.

4. Combine a poem describing an occupation with a typed design and arrange an artistic typewritten border around the page.

### SELECTED REFERENCES

1. BYNUM, RUTH. "Bibliography of Occupational Fiction for Junior High School Readers." *English Journal*, pp 678-81. October 1938.

2. FOSTER, AGATHA R. "Vocational Reading in Remedial English." *English Journal*, pp. 738-47. November 1939.
3. HERBERT, LOUIS. "Graded Readings on Occupational Life." *Occupations, the Vocational Guidance Magazine*, pp. 127-9. November 1941.
4. HODGINS, ELIZABETH. "Library Service to Guidance Classes." *Wilson Library Bulletin*, pp. 250-5. November 1940.
5. KUEHLER, RUTH. "Occupational Information in Simple Form." *Occupations, the Vocational Guidance Magazine*, pp. 586-91. May 1942.
6. LAW, MARGARET H. "Pleasure Readings in Vocations." *Wilson Bulletin for Librarians*, pp. 426-427. February 1939.
7. LEWIS, ELIZABETH. "Odes to Occupations." *Occupations, the Vocational Guidance Magazine*, pp. 334-343. January 1935.
8. LINGENFELTER, MARY R. *Vocations in Fiction: An Annotated Bibliography*. American Library Association. Second Edition, 1938.
9. MORGAN, VERA E. *Vocations in Short Stories*. American Library Association, 1938.
10. ZAPOTTON, MARGUERITE, and MOORE, LOUISE. "Occupational Biographies and Fiction." *References and Related Information*, pp. 73-85. U.S. Office of Education. Supt. of Documents, 1941. 25¢



# INVESTIGATING SPECIFIC FIELDS OF WORK

## *Giving Pupils a Mastery of Techniques to Be Used in Investigating Occupations*

AFTER making preliminary surveys of the wide range of occupations and acquiring information concerning several of them, each pupil should be encouraged to investigate very thoroughly some specific fields that he is considering favorably.

The career conference helps to inform pupils about some of the occupations in which they express interest. They may learn of the requirements and possibilities of others by wide reading. At the same time, they will become acquainted with sources of authentic and up-to-date information for later reference and learn to use the guides to vocational literature.

After the selection has been narrowed down to two or three vocations, an intensive investigation should then be made of one which the pupil considers a satisfactory choice. After investigating the occupation, he must also analyze his physical capacities, his intellectual grasp, his economic resources, and his tastes, so as to rule out any occupation in which he would not be successful and happy.

The intensive study will include making personal contact with officials and workers in industries and businesses; watching the worker on the job and asking him questions; reading books, pamphlets, magazines, and other printed information; utilizing radio broadcasts and motion pictures and lectures; and interviewing vocational counselors, teachers, advisers, workers, family, and friends. This written report also will include obtaining information one should consider in choosing an institution offering further training, requirements for earning scholarships, qualifications for college entrance, and other data which will aid in planning wisely one's educational program.



## XIV

### Acquainting Pupils With Printed Information Regarding Specific Occupations

ONE of the principles of vocational guidance is that the counselor or teacher does not determine for the pupil what occupation he shall enter, but that he gives him sources of reliable information upon which he can base his own choice. The teacher of business subjects can give pupils the opportunity to become acquainted with reliable sources of occupational information, to develop skill in using these sources, as well as to acquire proficiency in judging their reliability. These materials can be used to survey a number of different vocations, to investigate specific fields of work, and to compile reading lists.

To acquaint pupils with sources of information regarding occupations, and to develop in them the technical skill to find, use, and organize information that the library affords, the ingenious teacher will encourage classes to: (1) compile reading lists from indexes and bibliographies; (2) compile a bulletin board list of best books; (3) procure pamphlets selected by students; (4) keep a card file of student opinions of books; (5) prepare book posters; and (6) compare published book reviews.

#### *1. Compile Reading Lists From Indexes and Bibliographies*

The school program of imparting information about occupations should introduce the youth to sources of new and current materials and to methods of inquiry, scrutiny, and authentication. And it should do more than that. It should acquaint him with the indexes and guides which will annotate and describe the recommended publications of a future date, when he may be coping with occupational problems. Continuous information about the changing world of work is indexed monthly by agencies which recommend the best current information about occupations, and pupils should be familiar with these indexes, for both present and future use.

An instructor may well bring these guides to occupational materials into the classroom, for rotation, on the days when pupils are asked to compile reference lists for future reading. A class of

thirty pupils would require thirty references. By proper distribution of the guides and the request that each pupil pass his to his neighbor at five-minute intervals, each one will have an opportunity to examine the contents of all of the reference books and at least one issue of each current index. Afterwards, the material may be consulted in the library.

An annotated list of forty-nine bibliographies on occupational information has been compiled and distributed by the Occupational Information and Guidance Service of the U.S. Office of Education, Washington, D.C. Some of the most useful references are given at the end of this chapter.

## *2. Compile a Bulletin Board List of Best Books*

The preceding exercises acquaint the pupil with the indexes which refer him to the books and magazines in which he may find information about specific occupations. Now some purposes are devised to induce him to read the printed material.

A class may find it profitable to prepare a list of "best books" which are available in the school and city libraries on the occupations represented in the state. Each of the "Occupational Outlines on America's Major Occupations" \* contains a selected list of references on the one hundred occupations in which three fourths of our working population engage. The pupils, however, may be asked to select the best books which their libraries own on vocations of interest to them. Each year new books make their appearance; each year the class may prepare special lists for bulletin board displays and revise the list for recommendation to their friends.

An excellent bulletin board list of books about vocations was arranged through the co-operation of the Pittsburgh Public Schools and the Pittsburgh Public Library in 1939. This can be obtained from the office of the school superintendent for ten cents. Students can study this list or a similar compilation and express their opinions for an up-to-date class list for the bulletin board.

One of the purposes of using these vocational books is to acquaint pupils with the possibilities for future use and to encourage them to keep abreast of the current publications. By doing so, it is hoped that they will discover for themselves the value of books so well expressed in "What Books Can Do For Us" by

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\* Published by Science Research Associates, 1940.

Ralph Waldo Emerson: "Consider what you have in the smallest chosen library. A company of the wisest and wittiest men that could be picked out of all civil countries in a thousand years have set in best order the results of their learning and wisdom. The men themselves were hid and inaccessible, solitary, impatient of interruption, fenced by etiquette; but the thought which they did not uncover to their bosom friend is here written out in transparent words to us, the strangers of another age . . ." How, except through books, would one know the struggles and aspirations of Madame Curie, Luther Burbank, Joseph Pulitzer, John Wanamaker, Marshall Field, Alexis Carrel, William Steinmetz, Helen Keller, William Knudsen?

The evaluation of books for a list of this nature often intrigues pupil interest and assists in creating permanent reading interests.

### 3. *Procure Pamphlets Selected by Students*

Asking students to select and contribute some free or inexpensive pamphlets to supplement the library or classroom file induces them to investigate available printed information, to examine it critically, and to become aware of the vast amount of literature describing vocational life. Students assume a personal interest in evaluating the material when it arrives in their own mailboxes.

If students feel the need for procuring reliable up-to-date leaflets or pamphlets, they will use the indices more intelligently and they will remember where they may be found.

In some schools, each homeroom group selects a subject on which to collect and contribute current published material to supplement the occupational file. (See pages 101-102.)

### 4. *Keep a Card File of Student Opinions of Books*

Since the publication of Parker's *Books About Jobs*, which contains annotations of 8,000 books, a rapidly increasing number of vocational books have appeared. Many of these books, written by men and women who have made their way in their chosen fields, offer an insight into working conditions, character and training requirements, objectives, and rewards. Emphasis is seldom laid wholly upon material success, and if some books are perhaps somewhat over-optimistic in tone they give courage and stimulus to a generation which may justifiably feel somewhat be-

wildered. If, also, there is in the average book of this type little stress upon plot and individual character development, there is often a fine regard for human relationships and for the necessity of a generous and high-minded outlook upon a world of co-workers.

Some classes may respond to the suggestion that they keep, as part of a classroom library, a card file of student opinions of these books. This file can be used as an interesting guide in the selection of books to read, especially in connection with books of a general nature, such as preparation for the job or personal development. Though the informal reviews should give the central idea, unifying thought, or distinctive quality of the book, together with the student's reaction to it, spontaneity rather than formality should be encouraged. The writer has a file of several thousand of these student comments which frequently serve as a stimulus to other readers. Cards 5" by 8" are used. The following is an example:

BOOK: *She Strives to Conquer*  
AUTHOR: Frances Maule

STUDENT: Leola Meuschke  
Senior, May 1936

I had often heard about the book, *She Strives to Conquer*. It was being discussed in shorthand and typing classes and the book cover was posted on the bulletin board under a caption indicating that it was an exceptionally good book for the younger generation who were looking for jobs.

Curiosity seized me, and I decided to discover for myself if this was really true. So I went to the library and walked to the vocational guidance bookshelf, but there was no sign of it around. This happened several times and I thought to myself that it must be up to the standard as advertised or it wouldn't be in circulation so much.

Well, I finally got my hands on it and read it, and now I am thoroughly convinced that it is one of the best business books I have ever read. It tells you what to do and when, and it even gives illustrations to make it easier to understand. It is not a book that contains ideas based on old-fashioned modes of business, but on the present-day requirements of the hard-boiled business world.

The name, *She Strives to Conquer*, is a good one because the book tells what is needed by a girl who is honestly striving to get ahead. I am not sorry that I spent so much time and effort in trying to get the book, because I feel that I have profited greatly by reading it.

(Signed) *Leola Meuschke*

Senior, West Bend, Wis., H.S.

### 5. Prepare Book Posters

As the books are being read and discussed, pupils like to share with others their individual opinions. A device for instigating this expression as well as for the encouragement of further reading is to ask groups to prepare book posters. The library may be willing to furnish the cardboard and the book jackets in return for the posters after the class has used them. If the library owns the books but cannot supply the jackets, the publishing companies will often furnish duplicates for school displays. The supply house from which the school orders its books often will furnish extra placards and display materials for this kind of project. After local bookstores have used the illustrative window and counter display material on current books, they are usually willing to give them to pupils seeking material for school posters.

If the posters are prepared prior to a Book Week Exhibit or an assembly program on books or an open house night when visitors are expected in the classrooms, an added incentive is offered.

For these posters, students are urged to use only the jackets of books they have read and are willing to recommend to their classmates. Some pupils may prepare individual posters, while others will help with group posters calling attention to several books. Some may choose to illustrate these with pen sketches or magazine illustrations, adding display lines and descriptive publicity. (See Illustrations 15 and 42.)

The color of the poster mounting should be sufficiently dull to emphasize the pictures displayed. It should also echo or repeat one of the dominant colors in the pictures. It should be within range of the picture — not lighter than the lightest area nor darker than the darkest spot. (See *The Beginnings of Art in the Public Schools*.\*)

Many of the book jackets are very attractive and colorful. Several covers artistically arranged on a harmoniously colored cardboard make an arresting display. Rows of posters may be hung from a wire strung across the room, using bulldog clips or champion window hooks for the heavier ones and gem paper clips for light ones.

If the posters contain announcements of books published dur-

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\* Mathias, Margaret E. *The Beginnings of Art in the Public Schools*, p. 92. New York: Charles Scribner's Sons. 1924.

ing the current year, upper classes will be reminded that new books have appeared since they worked on a similar project. Inasmuch as the aim of this project is to acquaint pupils with a wide range of occupational activities as well as to make an intensive investigation, some wide reading can be stimulated.

After the class has used these posters, the libraries and other classrooms will welcome them as fresh bulletin board material. Eye-catching posters tempt the visitor to stop and browse and read.

The group posters might be titled according to subject fields: "Vocations in Science," "Vocations in Agriculture," "Working with Words," and so forth. An advantage of group posters labeled "Vocations in Fiction," "Vocations in Biography," or "Choosing Your Vocation" is that book covers may be changed weekly to give both variety and timeliness.

Some classes of business subjects may arrange for an exchange of displays made by several departments. For example, the school library, public library, the principal's office staff, the accounting and stenography departments may each assume the responsibility for preparing one bulletin board, shelf, or table display, completing it by a certain date, ready to circulate. The exchange of exhibits is a time saver for each group, which plans one but receives several.

A co-operative display is worth while. To the student it is an aid in book selection; to the library it is favorable publicity; to the librarian it is economy of effort. To the counselor it achieves the objective of disseminating information about many occupations.

## *6. Compare Published Book Reviews*

After compiling a list of books on a subject, or after reading several, one may wish to ascertain which one is considered the most authentic.

Some books on occupations are of more value than others. The Occupational Research Section of the National Vocational Guidance Association published the criteria which should characterize a good occupational description, under the title, "Distinguishing Marks of a Good Occupational Monograph," in the November 1939 issue of *Occupations, the Vocational Guidance Magazine*. These criteria may be applied to the books in order to



evaluate the occupational material, but it would be necessary to read the books.

The reviewers of the research studies usually indicate in their annotations in the indexes and bibliographies whether or not the publication has an unbiased, accurate presentation and a scientific approach. The Science Research Associates, located in Chicago, review the current literature dealing with occupations and describe the items they consider best in their *Vocational Guide* each month. The research staff of Occupational Index, Inc., in New York City, recommends those that merit their approval. *The Booklist* of the American Library Association, published monthly in Chicago, annotates books of its choice. Many educational journals comment on new books that give information about occupations. If several of these, located in different parts of the country, give a favorable review as a recommendation for book purchase, the chances are that a publication meets the criteria for authenticity.

### *Stimulating Use of These Materials*

The real value of material about occupations will depend on its use. Special attention is given in various parts of this book to the use of biography, "career fiction," book reviews, book posters, exhibits, displays, and other means designed to encourage interest in reading. Consequently, only the occupational alcove and the vocational book fair will be considered here.

### *Occupational Alcove or Career Corner*

In an effort to make information about occupations easily accessible, many libraries have installed vocational bookshelves, "career corners," or vocational guidance alcoves. The Public Library of New York City has established in its 58th Street Branch an occupational center in which are assembled 600 volumes and several hundred pamphlets giving information about occupations.

In Junior College, Compton, California, low counter-height shelves and vertical files have been placed so as to enclose one corner of the main reading room to form a vocational guidance alcove. In this alcove may be found comfortable seating and browsing facilities to stimulate the reading of the vocational books, pamphlets, clippings, and college catalogs. Clippings are mounted

on uniform pages and arranged alphabetically in manila folders in the vertical files.

In the public libraries in Detroit, Michigan, and in West Bend, Wisconsin, special corners were allocated to vocational materials contributed by Zonta and the Business and Professional Women's Club. Both corners also contained files of clippings, pamphlets, college catalogs, and school yearbooks. These alcoves also may give space to placards, posters, and notices attracting attention to recent vocational materials.

### *The Vocational Book Fair*

A book fair of vocational and avocational books combines the good features of the poster, book exhibit, co-operation with the library, and stimulating the use of occupational material.

A vocational book fair may be a venture of the homerooms, each homeroom choosing one occupation around which to build an exhibit, or a project of the hobby and extracurricular groups, or an undertaking of both school organizations and school subject classes. If the entire school cannot be included, the Future Business Leaders of America may formulate the plans in co-operation with the library.

Pupils should be given charge of the rooms and alcoves and should exhibit only those books which give authentic information. Pupils' investigations as to which books are available, which may be purchased, and which contain reliable and up-to-date information will result in an acquaintance with the literature. These pupils on the committees will then recommend the books they have chosen to display and will induce others to read them.

Pictures, curios, collections, or display articles will aid in attracting attention to the books. Biographies and vocational fiction will be included in the vocational categories.

The campaign may be started by sending a notice to each group:

For the last meeting of the hobby groups and school organizations on ———, the High School Library and the Vocational Guidance Student Chairmen would like to hold a Vocational Book Fair.

Would your group wish to co-operate by arranging a bulletin board and shelf display, a table or a booth for exhibits, and by providing a committee of pupils to take charge of the rooms at various times?

Please reply by ———, so that we may have a meeting to formulate

plans. If you are willing to co-operate, please send the names of the teacher and three pupils to represent your group, club, or class.

Also, please give the name of the vocation or avocation about which you will assemble the reliable and up-to-date books.

If the library is in need of up-to-date books, groups may volunteer to purchase them. Local clubs or individual school patrons may donate some new books to promote interest in a vocational book fair and to co-operate in supplying current occupational information.

When the new occupational books are catalogued for the library, they could be shelved according to vocation, if the letter V preceded the regular Dewey decimal classification numbers and all V books were placed in a vocational alcove or special section.

The library is the hub of the vocational information wheel. But since the habit of research grows slowly, it is not enough that a library possesses authentic current books and pamphlets; the pupils must be directed to them, invited to use them, and incited to read them. Hence the need for bibliographies, leaflets, annotated book lists, book reports, posters, reviews, book clubs, new book shelves, bulletin board displays, and other forms of visual aids. These devices mark an active vocational guidance program which acquaints pupils with sources of printed information regarding occupations.

## ASSIGNMENT FOR PUPILS

1. For an occupation that you are at present considering as your second or third choice, prepare a bibliography of references for future reading, alphabetically arranged and classified according to the illustration given below. If an index contains no references to the subject you select for investigation, write the words "No reference" in the appropriate column. If the items are described or annotated, star those you think you would like to read. For example:

### REFERENCES ON NURSING FOR FUTURE READING

#### *Books -- Non-Fiction*

Brown, Esther Lucile	<i>Nursing as a Profession.</i> Russell Sage Foundation (Second Edition), 1940
Klinefelter, Lee M.	<i>Medical Occupations for Girls.</i> Dutton, 1939
Keliher, Alice, ed.	<i>Nurses at Work.</i> Harper, 1939
Sutherland, Dorothy	<i>Do You Want to Be a Nurse?</i> Doubleday, 1942

### *Fiction*

- Boylston, Helen D. "Sue Barton" Series. Little, Brown, 1936-1941  
Deming, Dorothy "Penny Marsh" Series. Dodd, 1938-1940  
Deming, Dorothy *Ginger Lee: War Nurse*. Dodd, 1942

### *Biography*

- Cook, Sir Edward. *The Life of Florence Nightingale*. Macmillan, 1942  
Duffus, Robert L. *Lillian Wald, Neighbor and Crusader*. Macmillan, 1938  
Williams, Blanche C. *Clara Barton: Daughter of Destiny*. Lipincott, 1941

### *Magazine Articles*

- Detmold, Mabel "The Office Nurse." *American Journal of Nursing*, August 1935  
Keefe, Maxine Schran "Nursing in the Skies." *Public Health Nursing*, March 1940  
Swanson, Marie "What Does a School Nurse Do Anyway?" *American Journal of Nursing*, September 1939  
Washburn, Helen "So You Want to Be a Nurse." *Good Housekeeping*, April 1940

### *Pamphlets*

- "Facts About Nursing." The Nursing Information Bureau of the American Nurses' Association, 1790 Broadway, New York City, 1942. 25¢  
"How to Become a Nurse." National Nursing Council for War Service, 1790 Broadway, New York City, 1943. Free  
"Nursing as a Career." A loan packet which may be borrowed for two weeks from Information Exchange, U.S. Office of Education, Washington, D.C., 1942. Free  
"Nursing as a Profession." Institute for Research, 1936.  
"Nursing." Morgan Dillon Series, 1939.  
"Professional Nursing and Auxiliary Services." The Nursing Information Bureau of the American Nurses' Association, 1790 Broadway, New York City, 1943. 25¢

After the bibliography is prepared, consult the card index of the school or the public library and check the items which are catalogued.

If there is a scarcity of material in your library on the subject selected, the librarian may arrange for an inter-library loan or order

additional material for the library. Copy the name of book, author, publishing company, date of publication, and price, from the bibliography which you have completed, giving, if possible, a brief description of it and your reason for wishing to read it. Give this to the librarian, who may be able to include it in a book purchase order.

If you would like a career book on some subject not already covered, write your request briefly to the editor of one of the career series listed on pp. 422-423. It may not be possible to publish all the books requested, but the editors give consideration to all suggestions. Do not expect a personal reply to your letter, but if your suggestion results in a career book on your preferred vocation, you will doubtless be informed about it.

2. Prepare a list of current biographies about a worker in some vocation you are considering. Add to it any biographies on that subject in the 1937 classified list of 254 biographies in *I Find My Vocation* and other available sources, such as *Current Biography*.

If your library contains the monthly publication, *Current Biography*, you will find the persons whose biographies are listed, arrayed by occupation on the front cover. Following the sketch in the contents of *Current Biography* you will find references to magazine and newspaper articles and books that are of an autobiographical or biographical nature. Thus in the November 1940 issue a two-page biographical sketch of Thomas John Watson, President of International Business Machines Corporation, is followed by eight references.

3. *White's Conspectus of American Biography* arranges the names included in the *National Cyclopaedia of American Biography* in chronological rather than in alphabetical arrangement in order that the contemporary celebrities of any given period may be ascertained and a consecutive history of any movement traced. For instance, the list of three hundred explorers begins with Christopher Columbus in 1492 and ends with Richard Byrd in 1925. Only highly specialized vocations are included in this cyclopaedia. For some special occupation, list an outstanding leader for each century. In the *Cyclopaedia of American Biography*, refer to the pages indicated in the conspectus and find in what respects these leaders were pre-eminent.

4. Prepare a poster which informs others about the merits of some specific vocational book you have read and can recommend.

5. Prepare a class chart on "Present Day Opportunities — With Reading References" for the one hundred occupations in which members of the class may be engaged at some future time. Include only books, pamphlets, and magazine articles which you have examined and found useful. List the best references for each occupation. Each member of the class may be responsible for three or four occupations; for example:

## Radio

Arnold, Frank A.	<i>Do You Want To Get Into Radio?</i> F. A. Stokes Co., 1940
Bartlett, Kenneth G., and Miller, D. W.	<i>Occupations in Radio.</i> Science Research Associates, 1940.
Carlisle, Norman V., and Rice, Conrad C.	<i>Your Career in Radio.</i> E. P. Dutton & Co., 1941
DeHaven, Robert, and Kahn, Harold S.	<i>How to Break Into Radio.</i> Harper & Brothers, 1941.
Heyliger, William	<i>You're On The Air.</i> D. Appleton-Century Co., 1941.
Hornung, Julius L.	<i>Radio As A Career.</i> Funk & Wagnalls Co., 1940
Morgan-Dillon Series	<i>Radio and Television,</i> 1940.
Schechter, A. A.	<i>Go Ahead, Garrison.</i> Dodd, Mead & Co., 1940.
Schechter, A. A.	<i>I Live On Air.</i> F. A. Stokes Co., 1941.
Wing, Paul	<i>"Take It Away, Sam!"</i> Dodd, Mead & Co., 1938.

6. Each class member is requested to select and contribute three pamphlets or magazine or newspaper clippings to the library vocational file. Select material which the file does not contain. To prevent duplication in ordering, place in the folder the name of any pamphlet or clipping you decide to secure; use the following form:

Author	Name of Pamphlet	Publisher	Date	Price
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When the material is received, read it carefully, examine it critically, and consult with others to determine whether it will make a worth-while addition to the collection. So that others may confer with you about your choice of reading material, place on the back of it:

"Selected and Presented by \_\_\_\_\_"  
Name Date

You will find free and inexpensive materials listed in issues of both the *Vocational Guide* and *The Occupational Index*. Pamphlets published before 1938 are listed in Wilma Bennett's book, *Occupations and Vocational Guidance*. An abundance of interesting data on many subjects may be found in current newspapers and magazines.

If you send for free material, explain in your letter the use you expect to make of it. As agencies distributing free material are usually interested in the ways young people use it, they will appreciate a clipping from your school paper describing one of your vocational

guidance activities. Some agencies that do not donate their publications to out-of-state agencies will gladly do so in exchange for usable suggestions or publications.

7. Compare the reviews from several sources of two books that you have read or are considering reading. Note the date of publication and refer to indexes published after that date. For example:

REVIEWS OF *Vocations for Girls*, by Lingenfelter and Kitson.

Harcourt, Brace and Company, 1939

*Vocational Guide*, January 1940:

A realistic and comprehensive picture of women's place in the occupational world . . . The book has an extensive bibliography for further reading on various occupations for women.

*Occupational Index*, October 1939:

Brief chapters, each covering nature of the work, qualifications, training, earning, number of workers and distribution by sex, employment opportunities, advancement, and related questions, in the following fields . . . General chapters on choosing a career, entering, and advancing in it.

*Wisconsin Library Bulletin*, December 1939:

The aim of this book, as explained in the preface, is "to help young women of this generation to obtain a vision of the multitude of occupations open to them; to discover the characteristics they should possess for the particular fields; the steps they should take in preparing for various types of careers; the rewards they may expect." Thirty-four occupations and professions are described. Reading lists and an index are features of the book. It will find use in schools where vocational guidance is carried on, and also for the individual girl or woman who wants practical information about fields of work.

*Vocational Guidance Digest*, June 1940:

Since most compilations of occupations for girls tend to deal chiefly with the professions, clerical work, and home economics, these authors have striven to include other fields and group them according to the intensity of competition to be expected from men. They further emphasize work with machines, with the hands, work in government and private enterprise. "Household employment," not "servant work," is depicted from only the most pleasing angle where there is regulation of hours and duties. Physiotherapy, osteopathy, optometry, and related occupations are summed up

in terms of rewards, steps to take in preparation, essential characteristics, and advantages and disadvantages of the occupation . . . There are assignments in reading for each occupational group.

*Occupations*, December 1939:

They have presented excellent information on a number of occupations . . . Their second purpose is accomplished, since the disadvantages are given at least equal space with the advantages. So helpful is the plan for self-analysis that in reading it a girl will analyze herself almost unwittingly. A comparison of her own characteristics with those required for the occupations she is considering leads to the accomplishment of the authors' third purpose.

#### INDEXES AND BIBLIOGRAPHIES

- BENNETT, WILLIAM. *Occupations and Vocational Guidance, A Source List of Pamphlet Material*. H. W. Wilson Co., (Revised) 1938.
- KIRSON, H. D. *I Find My Vocation*. Classified list of 254 biographies, Chapter VI. McGraw-Hill Book Co., (Revised) 1937.
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- Occupational Index*. Occupational Index, Inc., New York University, Washington Square, New York City. Monthly, with annual cumulative index, beginning with 1936. Quarterly beginning in 1941.
- PARKER, W. E. *Books About Jobs; A Bibliography of Occupational Literature*. American Library Association, 1936.
- PRICE, WILSON, and TIGEN, Z. E. *Index to Vocations*. H. W. Wilson Co., (Revised) 1938.
- Vocational Guide*. Science Research Associates. Monthly index of current occupational information, beginning in 1939.
- ZAPOLTON, MARGUERITE, and MOORE, LOUISE. *References and Related Information on Vocational Guidance for Girls and Women*. Government Printing Office, Washington, D.C. 1941. 256



## XV

### The Business Student Investigates an Occupation

**C**LASSES in business subjects may easily incorporate a study of the occupations for which the courses give preparation. Pupils who are taking business subjects for personal use or for training for part-time work to earn college expenses may investigate occupations of interest to them.

*I Find My Vocation* [6] describes in detail a practical plan of requiring each pupil to carry on a project, to choose a vocation, and plan how he will prepare for, enter, and progress in it. It is assumed that he need not make his ultimate choice of a lifework immediately, but the occupation which he chooses for investigation serves as a centralizing idea around which he can build habits of thinking about occupations and of investigating them. The plan, briefly summarized, is the same as is recommended throughout this book. After securing a bird's-eye view of the occupations in which people engage, each pupil should select three or four vocations which he is considering favorably and investigate them carefully. He should study them as intensively as he would study American history, botany, or chemistry, conducting his inquiry under three headings: conditions of work, requirements, and rewards.

#### *Preparation of Outline for the Investigation of an Occupation*

It is extremely important that each pupil prepare his individual outline for the investigation of the occupations in which he is interested. He should be allowed considerable elasticity in formulating his plan and freedom to select methods of acquiring information.

Since he will wish to consider several ways of organizing his data, both long and short outlines should be made available to him. A simple outline prevents the study from appearing complicated. The more elaborate one may be preferred by those who wish a more detailed list of suggestions.

#### SHORT OUTLINE FOR INVESTIGATION OF AN OCCUPATION

1. History and importance of the work

2. The kinds of work performed
3. Preparation necessary or desirable to enter occupation
4. Other qualifications or requirements
5. Income and chance for advancement
6. Number and distribution of workers
7. Trends of employment
8. How to enter the occupation
9. Advantages and disadvantages
10. Reports of interviews and biographies
11. Sources of further information

#### DETAILED OUTLINE FOR STUDENT'S REPORT ON INVESTIGATION OF AN OCCUPATION

1. Title page. Title; name of student, class, teacher; date.
2. Table of contents.
3. HISTORY, development, and probable future trends of the occupation
4. DUTIES of worker. Tasks performed by a person in this occupation. Outline of a typical day's work. Working conditions.
5. REQUIREMENTS of the worker for entering and succeeding in the occupation. Education and training necessary. Where secured. Entrance requirements of those schools. High School courses that are essential for that occupation. School courses that are recommended as desirable. School courses that are recommended as preparation for a college course that offers training for this occupation. Union organization and requirements. Licenses required. Examinations required. Civil Service requirements.
6. QUALIFICATIONS of the worker. Personal qualities desirable. Character traits, personality traits, physical qualifications necessary. Hobbies that are especially relevant to this occupation.
7. ECONOMIC DEMAND. Number of workers in the occupation according to the U.S. Census report. Number of workers in your state. In your city. Number of men workers in this occupation. Of women. Number of workers ten and twenty years ago. Is the occupation growing in importance? Is the field crowded? Is work seasonal? Is work in this field necessary in times of depression? In times of war? Is work geographically limited? Average salary. Of men. Of women. Of beginning workers. Of experienced workers.
8. OPPORTUNITIES for placement. For experience. For apprenticeship. For advancement. Related occupations to which one might seek promotion. Opportunities for honorary, monetary, or social rewards. Opportunities for profit sharing, bonuses,

annuity or retirement provisions, unemployment insurance, sick benefits, vacations, discounts on goods purchased from the employer. Opportunities for home life, cultural growth, recreation, and participation in community affairs. What service useful to society does the worker perform?

9. ADVANTAGES of the occupation. What workers in this occupation like best about it.
10. DISADVANTAGES and special problems. What workers in this occupation like least about it.
11. Report of a BIOGRAPHY OF A SUCCESSFUL WORKER in this occupation. Abstracts of books and magazine articles written by modern Americans who faced conditions somewhat like those which modern youth will encounter. An occupational ladder.
12. Report of a PERSONAL INTERVIEW with a worker in this occupation.
13. Additional information.
14. NEWSPAPER CLIPPINGS. Typed or pen-written excerpts from books and magazines. Pictures.
15. PERSONAL CONCLUSION.
16. BIBLIOGRAPHY. References for future reading. Literature consulted in making this report.

### *Additional Suggestions*

Other suggestions for the report may be found in many sources. If each pupil, or group of pupils, is provided with one of the suggested outlines, and each one reports the terminology and the methods of arranging the headings, many suggestions for titles of individual outline topics will evolve. Many of the research studies follow the same general plan, but a comparison of them will allow the pupil to have considerable elasticity in making his outline and will guide him in searching for pertinent information.

Some of the workbooks listed in *Occupations, the Vocational Guidance Magazine*, October 1938, contain longer outlines for the study of occupations. The Basic Outline prepared by the research section of the National Vocational Guidance Association, printed in *Occupations, the Vocational Guidance Magazine*, October 1940, indicates the content of a complete occupational monograph. Also presented for consideration may be the several outlines given in *Basic Occupational Plan*, Number 4, by Mildred Lincoln Billings.\*

Another arrangement of the fundamental points in this out-

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\* Published by Science Research Associates, Chicago, 1940.

line is found in the Reader's Manual of the *Occupational Outlines of America's Major Occupations*.\*

Of special assistance to students who wish to study an occupation is the *Vocational Survey Blank* called "Surveying Your Future Vocation," † an eight-page form with appropriate questions, suggestions, and sources of information to direct the investigator. A Teacher's Manual ‡ is available with the *Vocational Survey Blank*. A vocational study blank of similar nature is entitled *Charting My Course* †; another is *Occupational Studies Leaflet*.‡

A well-organized booklet which offers a basic approach to the general problem of selecting and investigating the work one wants to do is [9] *Preparing for Industrial Work*. A class set may be obtained free of charge for rotation among various classes or for addition to a classroom library. The summary of steps to take in planning a career may be used to reinforce the other suggestions previously given.

### *Inspection of Career Books of Previous Years*

Pupils may receive suggestions for conducting such investigations by looking over a set of varied, illustrated booklets written by former students. A satisfactory way to show these to a class is to provide thirty pupils with thirty booklets, have each one passed to the right at the end of one minute, and the entire set glanced at in thirty minutes. The instructor may point out salient features, such as interesting illustrations at the opening of each section; attractive sketches or pen lettering; appropriate covers; newspaper clippings well arranged and labeled; interesting charts, graphs, or pictorial statistics; reports of outstanding biographies; and interviews with prominent workers in the community.

At this point, suggestions are often obtained by having the class look over a set of *Fortune* magazines or similar publications with attractive pictures, with the privilege of extracting pictures for their reports. Many businessmen will donate sets of used magazines, if they feel they will serve a useful purpose in the classroom. Students will receive ideas from each other in the process of examining the magazines and exchanging pictures. One boy may exclaim to another, "Say, Bill, here is a picture

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\* Published by Science Research Associates, Chicago, 1940.

† Published by Science Research Associates, Chicago, 1941.

‡ Published by U.S. Office of Education, 1941.

for you!" Bill may look unconcerned and reply, "How could I use that?" The first boy will elaborate: "Why, you could have a chapter on so-and-so and this would be just the thing to show . . ." Often suitable illustrations for chapter headings will stimulate slow learners to search for material to accompany them.

### *Scrapbooks*

The making of a scrapbook may precede the preparation of the written report. The pupil is encouraged to use his ingenuity in the collection and arrangement of pictures, newspaper and magazine clippings, booklets, graphs, charts, and lists of physical, personal, and educational requirements.

Some scrapbooks may be arranged according to the vocational ladder method of gaining information about an occupation, progressing from the lowest rung of the ladder to the highest with pictures, charts, clippings, and summaries illustrating each rung. Other scrapbooks may utilize the plan of the vocational hexagon with the collected information grouped into six divisions — mental, moral, physical, economic, social, and physiological requirements. Both clippings and illustrations should be indexed.

Completed scrapbooks may become a part of the classroom library at the end of the year or the significant clippings and pictures may be added to the pamphlet and clipping file.

The scrapbook technique utilizes current newspaper information. It cultivates alertness in observing news items about occupations. Some pupils find it easier to write a report of the conditions of work, requirements, and rewards if they have become interested in assembling that information for a scrapbook.

### *Writing the Report*

The compilation of the bibliography, note-taking with bibliographic references, reports on biographies of successful workers, and the writing of the report may follow the procedure given in [6] *I Find My Vocation*, which is so written as to direct the pupil in the steps involved.

Panel discussions arranged to include groups of related subjects, such as "Vocations in Merchandising" or "Vocations in Accountancy" or "Vocations in Science," utilize the information assembled and serve as a means of giving pupils an overview of

many vocational activities. Such class forums and panel discussions serve, also, to stimulate pupils to organize their data more carefully.

Typewriting, stenography, and business English classes may also provide means for the pupils to utilize their data by writing on "A Vocation Which Interests Me" in various forms of composition: friendly personal letter, business letter of inquiry, debate, dialog, narrative, straight exposition, radio sketch, radio comment, dramatic skit, assembly talk, diary, report to an employer, feature article for school or city newspapers, short story, or biographical sketch.

Ample opportunity should be afforded to pupils for examining reports and career books of classmates. Resulting conversations and informal discussions often enable the student to discover specific abilities, skills, and requirements demanded in the various occupations, to which he has given little previous thought.

### *Observation and Tryout in Field Investigated*

A valuable extension of such a project is gained by securing the co-operation of organizations in the community. Members of local civic and service clubs may be asked to read and write comments on student papers covering their special fields. Pupils whose investigations indicate genuine interest in their fields may be invited to spend a day or half-day for observation and personal contact with the work and the workers. For pupils interested in occupations not represented in the local organizations, special arrangements should be made.

Any tryout, exploratory, or apprentice experience which may be an outgrowth of the study will add immeasurably to its value. In case the student has previously made an unwise selection, his work should show him the folly of his choice. His investigation for his next assignment can be conducted in the light of this experience.

The essays and comments by the club members may be added to the individual folders and returned at the time of the next individual conference. Comments and title of subject investigated should be recorded on pupils' cumulative record folders for reference. If a service club is willing to hold one of its weekly meetings in the school cafeteria, the writing of an essay may earn for the pupils the privilege of joining a noon-hour discussion group

and asking questions of the club member actively engaged in the occupation of interest. Arrangements may be made similar to the "Dutch Uncle" luncheon discussions. (See pages 167-168.)

The writing of an intensive investigation also may earn for a pupil an individual interview with a successful worker in that field of work. In some schools, the Kiwanis Club vocational guidance committee arranges for employers to hold individual conferences with pupils. Preliminary to these interviews, the employer is given the occupational study outline on the occupation of interest, which has been filled out by the pupil, and summaries of interest inventories and school achievements. Because the employer has the pupil's essay at hand and because the pupil has been acquiring information about the specific occupation, both have many pertinent topics of conversation. Both the employers and the pupils send a check-list report to the school adviser.

Some time after the study of the occupation of interest, a thoughtful review may be stimulated by assigning the following exercise.

Composing directly at the typewriter, write me a personal letter *as of ten years hence*, telling me about your life. Tell me about your training, how you obtained your first job, what and where your various jobs have been, salaries on various jobs, your old habits and new habits, your old friends and new friends, and your future plans for yourself and your family.

Vocational versatility is regarded as the rule rather than the exception. Many employees are expected to do several different kinds of related work rather than one highly specialized task. In many modern offices, for example, there is growing need for the stenographer who possesses skills in bookkeeping and office-machine operation, for the salesman or advertising man who is competent in accounting and statistics, and for the bank or trust company worker who is experienced in farm or industrial management. The fatalistic theory that an individual is "cut out" for but a single vocation has been disproved by the vocational histories of many persons who have succeeded equally well in several vocations. Knowledge of growth of interests and personality development furnishes supporting data to confirm this principle of versatility, and the changing nature of occupations emphasizes its growth. Despite this versatility, however, the

individual should not drift but should make rational plans, preparing for a type of work in which he can contribute his best services and derive maximum satisfaction.

After investigating several occupations that appeal to him, the pupil can more intelligently plan his training and study for his chosen work. His chances for a continuing interest and pride and contentment in his lifework will be greater if he bases his choice on a careful study of the conditions of work, requirements, and rewards of several of the occupations of greatest interest to him. Enjoyment of work and satisfaction in worthy work well done will more likely result if the pupil selects a field of work, prepares for it, and acquires competency. Occupational choice should not be made without an understanding of all the demands, an abiding interest, a revelation of an opportunity for service, and a sound conviction regarding personal fitness.

The experience gained from making an intensive study of an occupation gives pupils a mastery of techniques to be used in investigating occupations at a later date and acquaints them with sources of reliable and up-to-date information.

A decided value of writing out this intensive investigation of an occupation is the necessity for mental activity in thinking over and summarizing the information obtained by means of the career conference, motion picture, radio broadcast, wide reading, observation, discussion, and interview. Care must be taken that the newer tools of learning are not allowed to become substitutes for cerebration. The comparison, reflection, summarization, drawing conclusions, formulating a tentative plan, and setting a provisional goal serve to climax the entire program of imparting occupational information. Selecting an occupational field that appeals and putting down on paper the results of the study are of supreme importance in planning a career, just as in a laboratory course in physics or chemistry, performing the experiment is followed by writing out the findings.

Then, too, the art of reading and the technique of research are primary instruments of all learning, of being given information and finding it out for oneself. The value of education is not so much learning as the technique of learning, the art of educating oneself through all the media the environment affords. Institutions educate only if they enable one to continue learning after school days end. Consequently, reading, research, and knowing where to find authentic information must be among the



primary objectives in giving pupils mastery of techniques to be used in investigating specific occupations.

### ASSIGNMENTS FOR PUPILS

1. Name ten occupations about which you would like more information. Name four which you would consider for further study. Select one for an intensive investigation, following one of the outlines suggested on pages 225-227.

2. On your second choice of a vocation, write an imaginary biography of your life from the age of fourteen to forty, describing the successive steps you took in preparing for, entering, and progressing in your chosen field.

3. Mention five occupations in which the rewards are chiefly social; five in which they are chiefly intellectual; five that give opportunity to render immediate service to other individuals.

4. Mark Twain once made the assertion that he never did a day's work in his life. Dr. William Mayo displayed in his office the inscription, "There's no fun like work." Explain.

5. What are some of the procedures you might follow in developing an interest in the occupation you have tentatively chosen.

6. Make a chart showing the most desirable steps to take in preparing for the occupation you are considering; show the general education and the special training necessary.

7. Describe the steps you might take ten years hence if you find that the occupation you have chosen is not suitable and you wish to make a change or readjustment.

8. Preliminary to writing a report of an occupation of interest to you, prepare a scrapbook with newspaper clippings, sketches, pictures, and descriptive captions. Organize your information according to one of these plans: (1) the various steps of the vocational ladder progressing from the beginning to more advanced positions, or (2) the vocational hexagon with collected information grouped into six divisions—mental, physical, social, economic, and physiological requirements, conditions of work, and rewards.

9. Select three fields of work in which you feel you can contribute your best services and derive the maximum amount of satisfaction. For each of these, conduct some form of research and report an interesting conclusion to your class. Typewrite these conclusions in attractive form for addition to the pamphlet and clipping file.

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## XVI

### Informing Pupils About Courses, Colleges, and Schools For Further Training

ONE of the duties of the teacher of business subjects is to advise students regarding their program of studies. This is an important responsibility, because the choice of a vocation will depend, in considerable measure, upon the courses elected for study, as they are part of the training necessary to reach one's goal. Furthermore, the courses chosen very often point the way to activities, vocational and avocational, which will be satisfying and desired by those gifted for successful achievement. A pupil who elects stenography, who excels in the classroom, and engages in satisfying tryout experiences is likely to become a stenographer rather than a statistician, nurse, or chemist.

Since preparation for an occupation involves decisions in the choice of studies, choice of curricula, and the choice of colleges and schools for further training, pupils obviously are entitled to receive: (1) information about high school courses; (2) information about colleges and schools for further training; (3) information about correspondence and extension courses.

#### I. INFORMATION ABOUT HIGH SCHOOL COURSES

Students often fail to see the relationship that exists between the courses offered in school and the careers they will follow. Mildred Lincoln Billings reports that when a survey was made in a commercial high school to determine the vocational choices, it was found, to everyone's surprise, that few of the pupils could name the occupations for which their courses were preparing them.\*

Further evidence of the lack of thought regarding the selection of high school courses was brought to light by *The Regents' Inquiry*: †

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\* Billings, Mildred Lincoln. *Group Methods of Studying Occupations*, p. 235. Scranton, Pa.: International Textbook Co. 1941.

† Spaulding, Francis T. *High School and Life. The Regents' Inquiry*, pp. 38, 168, 169. McGraw-Hill Book Co. 1938

High school pupils tend to elect subjects which, in the judgments of school officers, are least likely to yield valuable educational returns, and not to take the subjects which are likely to be most fruitful . . . The educational plans of many boys and girls just out of high school are strikingly unrealistic, even if not wholly incapable of fulfillment . . . More than half of the pupils choose their courses without having received definite advice from anyone.

### *Relationship of High School Subjects to Vocations*

The vocational avenues leading from the various school subjects can best be explored at a time of the year when pupils are asked to select their courses for the following year. This project can be made the means of bringing pupils to realize the wide range of possible vocations and giving them an inkling of the bearing which their studies may have on their future work.

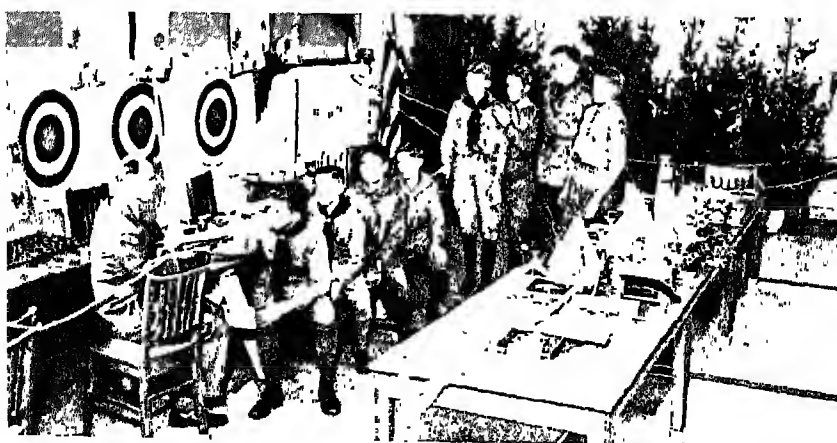
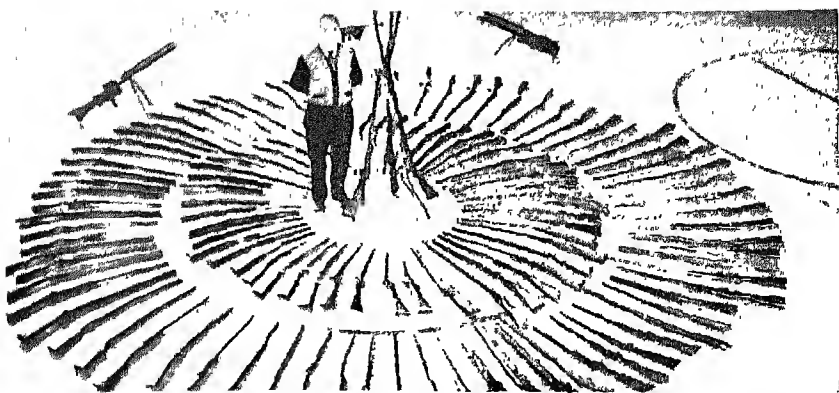
That pupils may learn the educational requirements for the vocations of interest to them and adequately plan their courses of study, several plans have been devised involving the use of:

- (A) Charts
- (B) Booklets
- (C) College bulletins
- (D) Posters
- (E) Talks by instructors

(A) *Charts.* The faculty of Champaign, Illinois, Senior High School has prepared a series of illustrated charts designed to present the educational and cultural values of twenty-five subjects as well as their relation to modern vocations. They are published in booklet form at a cost of one dollar. These are useful for bulletin board display; they are also available in slide form.

Another example of a bulletin board chart which would suggest a beginning for a class project is the double-page *Your Course and Your Career* in *Vocational Trends*, September 1941, containing high school subjects and examples of the occupations to which they may lead.

Following is a simple chart giving vocational opportunities in business, which may be elaborated and extended for use in a classroom.



31, 32, and 33 Local hobbyists assist in creating leisure-time interests in collections, sketching, and scouting. West Bend, Wisconsin. (P. 149)

34. Appearance - Check up Mayor calls attention to good grooming and neat appearance as assets when seeking employment. N.Y.A., Athens, Ohio. (P. 138)



35. (below) Nature study clubs in an opportunity class provide for exploration of vocational interests. Los Angeles City Schools



## VOCATIONAL AVENUES LEADING FROM BUSINESS SUBJECTS

### *Stenography*

Civil Service worker  
 Convention reporter  
 Court reporter  
 Ediphone operator  
 Dictaphone operator  
 Lecture reporter  
 News reporter  
 Secretary  
     Personal secretary  
     Private secretary  
     Social secretary  
 Stenographer  
     Aviation stenographer  
     Chemical stenographer  
     Foreign-language stenographer  
     Legal stenographer  
     Medical and surgical stenographer  
     Military stenographer  
     Naval stenographer  
     Police stenographer  
     Public stenographer  
     Stenographer to the engineer  
     Technical stenographer

### *Office Machine Training*

Addressograph operator  
 Alphabetic card-punch operator  
 Bookkeeping machine operator  
 Calculating machine operator  
 Dictaphone operator  
 Ediphone operator  
 Graphotype operator  
 Horizontal sorting machine operator  
 Mimeograph operator  
 Multigraph operator  
 Multilith operator  
 Numeric card-punch operator  
 Photostat operator  
 Stenotype operator  
 Tabulating machine operator  
 Teletype operator

### *Merchandising*

Advertising agent  
 Advertising copywriter  
 Advertising layout expert  
 Advertising manager  
 Assistant buyer  
 Buyer  
 Department manager  
 Purchasing agent  
 Receiving-room clerk  
 Retail manager  
 Sales clerk  
 Salesmen to consumers  
 Salesmen, except to consumers  
 Shoppers  
 Stockroom clerk  
 Wholesale manager

### *Bookkeeping and Accounting*

Accountant  
 Audit clerk  
 Auditor  
 Banking  
 Bookkeeper  
 Budgetary expert  
 Cashier  
 Certified public accountant  
 Checking clerk  
 Comptroller  
 Cost accountant  
 Income tax expert  
 Ledger clerk  
 Occupational tax accountant  
 Pay-roll clerk  
 Social security accountant  
 Statistician  
 Time clerk  
 Voucher clerk

### *Typewriting*

(Most beginners enter the clerical service in Government

service through Civil Service examinations for stenographer or typist. Many clerical positions in business are open only to typists who could qualify for the position to which they may be promoted.)	Order clerk
Billing clerk	Rate clerk
Classification clerk	Receiving clerk
Correspondence clerk	Receptionist
Editorial clerk	Record clerk
File clerk	Shipping clerk
Information clerk	Statistical clerk
Mail clerk	Stock clerk
Messenger	Subscription clerk
	Switchboard operator
	Telegraphic typewriter operator
	Telephone operator
	Transcribing machine operator
	Typist
	Vantypist

The Stephens College Vocational Guidance Chart is a compilation of the duties, estimated earnings, and necessary training prerequisites for each of the thirty-two vocations for which the college is equipped to offer training. A recommended schedule of courses which will qualify the student for employment is arranged for four semesters, typewriting being suggested for seventeen kinds of work. The chart is printed on heavy paper, 33 by 22 inches in size, and in type large enough to be read easily when mounted or placed on the bulletin board.

Frankfort, Indiana, High School has developed a chart which shows at a quick glance the subjects by grades in each of its ten curricula. A column is devoted to each course, giving the curriculum adviser and a list of those occupations and professions for which this curriculum offers pre-preparation.

(B) *Booklets.* A booklet, *How to Plan Your High School Course*, published by the Guidance Department of Samuel J. Tilden High School, Brooklyn, New York, contains a section on the vocational implications of eighteen school subjects. Under the heading, "Some Occupations to Which an Ability or Interest in Mathematics May Lead," for example, thirty-seven occupations are briefly described. This booklet also gives requirements for graduation from the high school and the entrance requirements of all the colleges in New York City. It may be secured from the school for twenty-five cents.

Another booklet, containing similar information, is called *The "Which" Book — A Guide to the Vocational Relationship of School Sub-*



jects, distributed for ten cents by B'nai B'rith Vocational Service Bureau, Washington, D.C.

*The Teacher's Manual* accompanying the Vocational Survey Blank, "Surveying Your Future Vocation," \* contains a list of various occupations to which the study of certain school subjects may lead. The eleven major groups of high school subjects are languages, mathematics, science, social science, health, drawing and art, music, agriculture, home economics, commercial, industrial and shop. Definitions, describing the nature of the work performed, follow the occupations.

For example, some of the occupations under commercial subjects, if combined with the related school subjects and educational requirements, would give the following information †:

(C) *College Bulletins*. An example of a bulletin prepared to assist students in planning their college careers is *Guide to Elective*

<i>A Knowledge of and Ability in Commercial Subjects May Lead to the Following Occupations</i>	TRAINING REQUIRED			
	<i>Related School Subjects</i>	<i>Ap- pren- tice</i>	<i>Col- lege</i>	<i>Special</i>
ACCOUNTANT — Devises accounting systems, prepares financial statements, audits books and does other accounting work.	Languages Math Com'l			×
BILLING MACHINE OPERATOR — Prepares statements, bills, and invoices on a billing machine.	Languages Math Com'l			×
BOOKKEEPER — Keeps records of all business transactions of a firm, handles payrolls, prepares monthly statements, and prepares bank deposits.	Languages Math Com'l			
FILE CLERK — Keeps correspondence, cards, invoices, receipts, and other records systematically arranged in file cabinets.	Languages Math Com'l			
KEY PUNCH OPERATOR — Records accounting and statistical data on tabulating cards by punching a series of holes in cards.	Languages Math Com'l			×
MIMIOSCOPE OPERATOR — Traces illustrative figures and diagrams on stencils used in duplicating machines	Languages Math Com'l Art			

\* Pub. by Science Research Associates, Chicago, Ill.

† Bacher, Otto R., and Berkowitz, George J. *School Courses and Related Careers — A Vocational Survey Plan*, pp. 64-66; 74-89; Chicago, Ill.: Science Research Associates 1941.

*Courses According to Cultural and Vocational Interests.* For seventy-eight vocational possibilities, there are suggested background courses, essential or especially relevant elective courses, other especially desirable elective courses, graduate training required, specific fields of possible employment, and sources of information or readings about the field of interest. This guide was prepared by the College of Liberal Arts and Sciences, College of the City of New York.

*What to Do in the World's Work*, a bulletin of vocational information for Hunter College students, New York City, presents the educational requirements of various vocations. Preparation for each of 350 vocations or fields of employment for women is indicated under courses of instruction at Hunter College which are considered essential for the vocation named. Also included are courses of instruction which are considered desirable or helpful though not essential, advanced professional or technical training required, fields of employment or specific vocations, sources of information concerning entry into the vocation, reference to evening and extension courses, titles of civil service examinations, and bibliography of vocational literature. This was revised in 1941 by the Faculty Council Committee on Vocational Guidance.

(D) *Posters and Photographs.* The vocational outlets of school subjects may be demonstrated by posters or photographs. For example, prints of the prize-winning posters exhibited at the poster contest sponsored by the Women's Mathematics Club of Chicago and Vicinity, 1939, such as "Mathematicians the Builders," "Get Ahead with Mathematics," or "Architectural Mathematics," suggest some vocational outlets of the study of mathematics. (See Illustrations 44 and 45.)

Each pupil in a class may be given material for a poster and asked to design an original poster calling attention to the vocational outlets of one of his school subjects. Pupils may be given extra credit for using a typewriter to create the design and headline. If a school or club paper is mimeographed, these designs may be mimeographed and inserted in a series of issues to accompany brief articles pertaining to the relationship between school courses and careers.

(E) *Talks by Instructors.* If one day is designated "Courses and Related Careers" prior to the selection of the school program, and each instructor points out the implications of his subject, surveys may not continue to report that "high school pupils tend

to elect subjects which . . . are least likely to yield valuable educational returns." If attention is given to this problem, there is an opportunity here, as well as in subject-matter fields, to "use in all courses as largely as possible methods that demand independent thought, involve the elementary principles of research, and provide intelligent and somewhat self-directed practice . . . in the appropriate desirable activities." \*

Some suggestions may be obtained for these talks from the article, "Occupational Information Through School Subjects," in *Occupations*, the *Vocational Guidance Magazine*, March 1941.

## 2. INFORMATION ABOUT COLLEGES

The school is concerned with helping the individual to plan wisely his educational program and, consequently, it should provide information about schools for further training. After the investigation of the vocations of interest, the selection of schools for advanced training needs careful study. Information about colleges is given by means of:

- (A) College Day Conferences
- (B) College catalogs
- (C) Study of college entrance requirements
- (D) Study of college scholarships and self-aid
- (E) Books giving information about colleges
- (F) Booklets giving information about colleges
- (G) Booklets giving information regarding vocational and evening schools
- (H) Charts
- (I) Motion pictures

### A. College Day Conferences

"College day" conferences are frequently conducted to offer the opportunity for pupils to meet representatives or students of the colleges and discuss their plans. Such conferences are usually organized in one of three ways: representatives are sent from the colleges at a specified time of the year; college students are invited to talk to pupils during homeroom periods; or alumni of various colleges are invited to give addresses under the auspices of a university club or Parent Teachers Association.

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\* Function VIII. *Functions of Secondary Education*, p. 216. Bulletin of the Dept. of Secondary-School Principals, No. 64, January 1937.

Since these conferences are held for the benefit of the entire school, the commercial department co-operates with other committees and takes care of the correspondence and mimeographing.

A description of three specific school plans will illustrate methods which may be adapted to meet local needs.

(1) *A Full Day College Conference Conducted by a School.* At Scarborough School, Scarborough-On-The-Hudson, New York, six annual pre-college conferences have been sponsored by the Girls' Club. The club invites representatives from the colleges which its graduates are attending and those which the present students hope to enter. Students from neighboring secondary schools, both private and public, are invited to attend. In 1940, twenty-one colleges were represented at the conference by their directors of admissions, presidents, or deans of women.

The program is arranged to give as much information about colleges as possible. There is a general assembly talk in the morning, followed by a conference period at which time the college representatives are assigned to separate classrooms. Over the door of each classroom a sign is placed giving the name of the college, the college representative, and his official title. A chart of the classrooms giving the conference room location of each representative is mimeographed and distributed. Pupils have a two-hour period to go from room to room and ask questions. They naturally spend the major part of the time in the rooms of the institutions that make the strongest appeal to them, but they are urged to visit other rooms to make the most of the unusual opportunity that is offered to increase their knowledge of college requirements and curricula. A representative of the College Entrance Examination Board is also available for consultation during this period.

At the luncheon, a college visitor is seated at each of the small tables, with two or more student hostesses and some visiting students from the neighboring schools.

The afternoon address is followed by a conference period set aside for parents, who have many questions of a different nature from those asked by pupils.

A special feature is planned each year to enliven the program. One year the drama classes produce a play; another year the school riding club stages a horse show. The school exhibition is held concurrently with the conference. The opportunity to see the work of the departments of the school is of interest to

pupils, parents, and college delegates. This and the garden tea which concludes the program serve the dual purpose of imparting the necessary information about colleges and affording an opportunity for acquaintanceship on a friendly and informal basis.

(2) "*College Day*" *Talks in the Homerooms*. In West Bend, Wisconsin, an annual "College Day" program has been conducted by the student groups for the past ten years. A list of the graduates attending colleges with the names of the schools is published in the school paper. It is then suggested that each group may like to invite two of these college students to talk to them the week before Christmas when the high school is in session but when most universities are closed for the holidays. To avoid duplication of invitations, each group is asked to report to the faculty chairman the names of alumni selected; the first group indicating preference for any individual speaker is permitted to write the letter asking him to participate in the conference.

The groups often nominate several speakers and vote by ballot. They weigh the topics about which they would like talks to be made: college life, college study, entrance requirements, marks, fraternities, dormitories, pleasant and unpleasant features, etc. The student officers suggest these topics in their letters. On the day of the conference, the student chairmen meet the speakers, take them to the office where they have a brief reunion with former schoolmates, escort them to the classrooms, and introduce them to their groups. The alumni give valuable advice on study habits, scholarship, earning expenses in college, and general information which they wish they had received before going to college. Their enthusiasm often creates interest in further education. As they give their talks serious consideration and discuss the matter with college friends and teachers, the alumni, too, seem to profit from the experience of inventorying college assets and liabilities, and evaluating high school preparation.

Following the talks to the homeroom groups, the college students are assembled on the auditorium stage for a round-table discussion, with questions from the high school audience. Some of the topics suggested are "How make the most of high school?" "How can one in high school best prepare for college?" "How earn expenses at college?" "How is college different from high school?" "Do people in college like it?" "What advice do you wish you had received?" "What are the advantages of small or large schools?" "What is attitude of students toward other stu-

dents working to earn their expenses?" and "What would you do differently if you were again in high school?" As many as forty college students have participated in a stimulating discussion, expressing various points of view. The interest of the audience is enhanced if questions are asked by pupils, but the moderator may select from questions submitted in advance the first three topics to be discussed. By that method pertinent questions are answered before the general queries.

For the third part of the conference, students go to the classrooms, labeled by colleges, so that the high school pupils may circulate and get specific information about specific colleges. The colleges frequently furnish the representatives with bulletins and other information, taking this opportunity to promote their public relations program. For the final part of the program, individual conferences are arranged.

The pupils ask questions of the speakers at the end of the period and discuss the answers with one another for days afterward. Given as it is, in a helpful and friendly spirit, by college students whom they have selected, on the subjects of their choice, the information makes more of a lasting impression and is received with more enthusiasm than the same explanation given by faculty members. Rousseau spoke truly when he said, "It is in preaching to them these solid virtues, that we wear away their young years in dreariness." \*

Pupils feel that they are getting up-to-the-minute facts and information from friends who are giving them sincere and reliable opinions. A new concept of the importance of college education, a new estimate of the importance of good preparation for college, stimulation to continue education, general information, individual aid in choosing a college, reports of colleges not previously heard of, and how to find data in college catalogs are among the points cited by the pupils as worth while.

At the end of the conference, a group picture is taken of all of the speakers and student chairmen and is sent to the speakers with the letters of appreciation.

The alumni consider it an enjoyable reunion and homecoming. As the years pass, those who listen to these talks come to be the speakers and remember the pupil viewpoints. Thus service im-

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\* Rousseau's *Émile or Treatise on Education*. Abridged and translated by William Payne. Page 67 International Education Series. D. Appleton & Co., 1926.

proves in quality each year. College students know that they have been voted upon and elected by a high school group to give this information. Hence they feel they must measure up to this responsibility. Both faculty and high school pupils report that the college afternoon is pleasant, instructive, and profitable. This plan has the added advantage of utilizing former graduates without burdening the colleges to send representatives.

(3) *"College Day" Program Conducted by College Women's Club.* The Milwaukee, Wisconsin, Branch of the American Association of University Women has developed a College Day program based upon and accompanied by study of college guidance. The Recent Graduate Group participates in the program. The work for the year culminates in a College Day program held at the Shorewood High School in April to which all high school juniors and seniors and their parents from the city and suburbs are invited. Representatives from the selected group of colleges are present; these are alumnae, accompanied frequently by members of the college staffs. Individual conferences are arranged between these representatives and interested students. There is also a program, with well-selected speakers to talk to the entire group. Collegiate movies are often added.

Some time before College Day, the club sends a questionnaire to all colleges in the selected group. The information received in reply is summarized, mimeographed, and distributed to the students and their parents for perusal and study. The questionnaire is designed to bring out facts, otherwise unavailable, that are frequently of importance to one who is selecting a college. For instance, some of the questions are: Will you name several departments (not more than three) for which your college is particularly outstanding? Will you name the departments in which you feel there will be particularly good business or professional opportunity for your graduates of tomorrow? What is the proportion of Ph.D.'s on your faculty? What personal guidance in studies and personal adjustment is given to freshmen? What is the student load per teacher? What courses are required in the freshman year?

### *B. Use of College Catalogs*

To secure college catalogs and stimulate pupils to use them, a common procedure is to have each member of a class send for

one or more, report on them to the group, and arrange them in alphabetical order on a classroom reference shelf.

Through the medium of studying colleges, some classes write business letters, conduct interviews, write source themes, present oral reports, and participate in panel discussions. Each pupil selects a different school giving advanced training, writes for catalogs, interviews a graduate and, if possible, talks to an undergraduate of that school. He then presents a short oral talk to share the information about "his" college. At the conclusion several periods are devoted to panel discussions of questions which are suggested by pupils. The following use of college catalogs serves to illustrate this practice:

#### ORAL ENGLISH IN VOCATIONAL GUIDANCE \*

. . . At the end of ten days the students will be ready to report. The results are amazing. In classes of nonacademically inclined students, whose oral "talks" are usually something to be endured, everyone is ready to listen to talks which are prepared and presented with liveliness and interest. Students are usually perfectly willing to discuss their own plans and to point out reasons why they are interested in the schools they have chosen for study. They tell of experiences of relatives and friends. At the end of each talk there will be questions and discussion. Some of the questions will prove baffling to everyone, including the teacher, and will call for further investigation . . .

High-school students want facts. Vague generalities and good advice make no impression on their restless minds . . . No teacher need worry about the quality of oral English that will be done by any class so long as the subject is vital to the interests of the class. Why don't we give the students more such practical information? Why don't we do what we can to guide them in these important decisions?

#### *C. Information about College Entrance Requirements*

The choice of a lifework involves selecting the right kind of advanced educational training, and that entails selecting the subjects required for entrance into those institutions. Even though a large proportion of the pupils may not attend institutions of higher learning, it is not amiss to give them information about

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\* Niles, Olive S., and Sylvester, Harold D. "Oral English in Vocational Guidance." *The English Journal*. December 1940.



them. Changed conditions, additional scholarships, and student aid may make it possible for them to secure higher education at a future date.

Pupils may become familiar with the entrance requirements for the colleges if they compile a list of the current requirements for the institutions which many of the graduates have attended. If a class arranges for publication in a school paper the admission requirements of some of the schools, familiarity with the college catalogs and bulletins which give this information will be increased.

The booklet, *Information on the Entrance and Scholarship Requirements of Twelve College and Universities Participating in the OUR TIMES Scholarship Project for 1911-1912*, mimeographed by American Education Press, Inc., offers suggestions for a method of compiling these data. Using the plan presented, each pupil might typewrite the information concerning one or two colleges, for a class compilation.

The admission requirements of 674 colleges and universities are arranged in table form for easy comparison in the fifteen-cent *Handbook of College Entrance Requirements* published by the U.S. Office of Education.

To give all of the students some information about the college entrance requirements, many schools mimeograph data relating to their state universities and other institutions which many of their graduates attend. A student committee in West Bend, Wisconsin, prepared the following introduction to precede the data in a mimeographed school paper:

### COLLEGE ENTRANCE REQUIREMENTS

The following information may be of assistance to you in selecting your course of study in high school. If you do not know before graduation, for example, that three units of mathematics are required to enter the College of Engineering at the University of Wisconsin or that five credits in two languages are required to enter some colleges, you may not be qualified to enter the school you will wish to attend.

In addition to examinations and school credits, many colleges require character references. Some send a questionnaire about each applicant to the head of his high school, asking his judgment of the student's ability, interests, dependability, character, and general fitness for college life. Many colleges ask for evidence of physical fitness to do college work, as well.

Cornell University, for example, asks the principal to rate the applicant's intellectual interest, mental alertness, industry, initiative, moral influence, sense of honor, leadership, dependability, co-operative-ness, physical vigor, emotional stability, personal appearance, and maturity.

The entrance requirements given below are taken from the current catalogs. These are subject to change; if you are interested, refer to each year's bulletins until you enter college. These will give a general impression. Even if you do not think you will attend college, you may be interested in seeing what courses the colleges consider most valuable in preparing students for college work.

Pupils may be urged to plan their courses of study to include the subjects recommended for admission to schools they may wish to enter. College catalogs and bulletins usually are placed on special shelves near vocational reading alcoves.

#### *D. Giving Information about Scholarships*

General information can be found in many of the "so-you're-going-to-college" books, such as the following 1940 publication of the U. S. Office of Education, *Working Your Way Through College, And Other Means of Providing for College Expenses* by Walter J. Greenleaf. It answers many questions regarding the possibility of financing a college course. There is hardly a campus in the country that does not report from 25 to 100 per cent of its students working for part or all of their support, the teachers colleges reporting 58%. The University of California students earned during one term a total of \$939,600; Syracuse University, \$700,229; and the University of Cincinnati, \$664,000. The booklet is well organized and is a valuable source book of significant data.

A mimeographed bulletin stating the requirements for scholarships in several colleges may be prepared by a class for distribution to homeroom groups for discussion. In addition to giving information about available scholarships and the requirements for earning them, this introduces into the group discussions the topics of character traits, academic scholarship, personality, and achievement in extracurricular activities.

Each member of the class may secure the current announcement of scholarship requirements of one institution; the mimeographed bulletin may be introduced with an announcement such as the following:

A college education is made possible to many thousands of students in the United States through the medium of scholarships. Many schools, alumni, patriotic societies, women's clubs, service clubs, industrial organizations, churches, and individuals have given large sums of money to provide opportunities for higher education. A list of the scholarships and the fellowships available at the institutions of higher learning in the United States for a single year now totals 76,000 and represents a money value of more than \$12,000,000. An average of 1500 scholarships in each state has been awarded, over 600 scholarships given to undergraduate college students. If 600 undergraduates earn scholarships, why not you?

To get a scholarship, you must apply for it.

To apply for a scholarship, you must know where to apply.

To receive a scholarship, you must meet the requirements.

This bulletin is prepared to give you an example of the information regarding them and their requirements, so you can prepare to meet the conditions, if you wish. There are hundreds of applicants for each scholarship. Prospective applicants may be interested in knowing what requirements they may ordinarily be expected to meet in order to obtain a scholarship or a fellowship.

*Scholarships and Fellowships Available in the U.S. Colleges and Universities* published by the U.S. Dept. of Interior in 1932 named these conditions prescribed for award of scholarships:

Scholarship and competitive examinations	11,844 scholarships
Financial need of scholarship	9,370
Character, leadership, and promise	4,789
Good health	788
Participation in student activities	788

Although the Rhodes Scholarships are at present discontinued, they have long served as a model for presentation of other awards. The qualities which Mr. Rhodes specified in his will as forming the basis of selection of the 32 annual United States scholarships were:

- (1) Literary and scholastic ability and attainments.
- (2) Qualities of manhood, truth, courage, devotion to duty, sympathy, kindness, unselfishness, and fellowship.
- (3) Exhibition of moral force of character and of instincts to lead and to take an interest in his schoolmates.
- (4) Physical vigor as shown by interest in outdoor sports or in other ways.

The Harvard College National Scholarships have been established to enable young men of outstanding ability and promise

to attend Harvard, no matter what their financial circumstances may be. Twenty-one national scholarships of approximately one thousand dollars each are awarded by the Committee on Scholarships in Harvard College on the basis of the applicant's academic record in school; his scores on the Scholarship Examinations; the recommendations concerning his strength of character and intellectual distinction; and his extracurricular activities both in and outside of school. The committee also considers other information indicative of the candidate's general promise and potentialities.

The Yale University Regional Scholarships of \$850 are awarded annually to at least one student from each of six districts throughout the United States. The awards are made on the basis of scholastic ability, intellectual promise, sound character, qualities of leadership, good health, and evidence of all-round development. An applicant's financial need is also considered in the award of these scholarships, but the most important determining factors are intellectual ability and promise. The scholarship qualifying examinations, required of all applicants for University aid, are conducted by the College Entrance Examination Board, and consist of a scholastic aptitude test and a scholastic achievement test.

The University of Chicago Scholarships include honor entrance scholarships awarded to students of high scholastic standing who also have received recognition for participation and leadership in a variety of high school activities. Evidence of leadership in high school includes achievement in such student activities as dramatics, publications, athletics, and service in class offices or other positions of honor.

The article, "I Doff My Green Cap to Rotary," by Gregory Hill in *The Rotarian*, August 1938, suggests some ways in which a teacher may have an influence in securing scholarship aid for worthy pupils.

### *E. Books Giving Information about Colleges*

Students who expect to enter vocations that require further educational training need to select their colleges and plan their college work best to prepare themselves for their future careers. Student horizons are widened by reports on some of the methods of earning expenses in college, winning scholarships, etc. Dis-

cussions and book reports on these recent books will introduce much valuable information on preparation for college.

(1) Two basic reference books which are indispensable for counselors in advising boys and girls in the choice of a college have been published by the American Council on Education: [14] *American Universities and Colleges* and the companion volume, [6] *American Junior Colleges*. The fourth edition of the former includes a general sketch of education at all levels in the United States and specific information concerning the 727 accredited colleges and universities. The information in each case has been furnished by a responsible officer of the institution. *American Junior Colleges* contains authoritative descriptions of 494 junior colleges and discussions concerning the types, development, and accreditation of junior colleges. The Council plans to publish successive editions of both of these books at four-year intervals.

Several less statistical books giving information about colleges have been written which have more popular appeal to young people.

(2) *So You're Going to College* [13] gives specific information and advice on the cost of a college education, selecting a college, working one's way through college, obtaining loans and scholarships. Interesting and unique kinds of part-time work are listed in a spirit of "If they did it, why can't I?" Definite stimulation to efforts to secure a higher education by those able and willing to work and study is given in an informal, easy-to-read, and conversational style. It is addressed to young people who want to have some responsibility for securing their education. Informative data are also listed for the 289 member and accredited institutions of the Association of American Universities and for 606 other schools — enrollment, tuition, typical expenses, endowment per student, size of library, proportion of students who work, presence or absence of a Phi Beta Kappa chapter, number of graduates in *Who's Who in America*, number and kinds of scholarships available, amount of scholarship in terms of money, amount of money available for loans to students, NYA assistance, and other significant facts and outstanding features.

(3) Whereas *So You're Going to College* is addressed to the student, [18] *Choosing a College* is written primarily for the parent. The author, John R. Tunis, describes in detail six typical institutions of higher learning: a state university (Minnesota), a municipal university (Toledo), a large endowed university (Yale),

a small private college (Kenyon), the junior college (Stephens), and a denominational institution (Catholic University of America). He instructs parents in what to look for when visiting a college and discusses scholarships, loan funds, part-time work, and expenses. Suggestions are given to the parents of children interested in trade, technical, and vocational schools. Information on costs at the four hundred leading colleges and universities in the United States have been prepared by the Market Research Corporation of America in co-operation with the institutions named.

(4) *How to Choose a Junior College* [5] is a comprehensive, annotated directory of more than two hundred private junior colleges. Following a general discussion of what students should attend junior colleges, the opportunities for academic and non-academic students, the advantages of residence in the college, and the elements to be considered in choosing an institution, each junior college is sketched. Each description contains a brief statement regarding the history of the institution, with appropriate information concerning its present offerings and aims, the geographic distribution of its student body, and the extent to which its former students have transferred to senior colleges and universities. Brief notes are given on the curricula, annual rates, enrollment, number of faculty members.

For the college undergraduate and for the youth looking forward to college, numerous books offer orientation and informal advice.

(5) *How to Make Good in College* [9] is a brightly written guide advising prospective college students how to achieve academic and social success on the campus. Some of the topics covered are how to study, using the library, student etiquette, the college man's clothes, the college girl's clothes, financial aids, summer opportunities, and choosing a career.

(6) *She's Off to College: A Girl's Guide to College Life* [1] gives practical information on such topics as choosing a college, arriving at school, selecting courses, dressing for classes and parties, planning a schedule, joining clubs, making dates, and building friendships. The final chapters deal with preparation for a career, college vocational bureau, career forums, apprentice work while in college and during summer vacations.

(7) *Choose and Use Your College* [17] appends the 1940 approved lists of the regional accrediting associations. [11] *The*

*Road Ahead* and [12] *How to Use Your Mind* offer sound advice on how to study. [3] *College and Life* helps students in solving problems of self-appraisal and self-discovery and in achieving the goal of effective self-direction. A book aimed to help pupils develop efficient techniques for taking examinations is *How to Pass a Written Examination*. (McGraw-Hill, 1943.)

### *F. Booklets Giving Information about Colleges*

There are many booklets giving information of a general nature about schools of higher education. When forming decisions in the choice of studies, choice of curricula, and the choice of schools and colleges, pupils will be interested in some inspection of these.

*May I Help You Choose Your College?* is one distributed by the Midwest College Conference, Chicago, Illinois, giving information about the nine colleges in the association.

*Information for Prospective College Students*, by C. E. Partch of Rutgers University, includes a chapter on the choice of a vocation and a check list for the study of occupations.

*Shall We Send Our Daughters to College? Why? How? Where?*, by Mary Ellen Chase, is distributed by the Alumnae Committee of Seven Colleges representing Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar, and Wellesley.

A book edited by Chas. M. Smith, director of guidance and placement in New York City schools, [16] *After High School, What?* covers fifty vocations, giving for each a discussion of vocational opportunities, the outlook for the high school graduate, new occupational fields, and adaptability of basic skills to new occupations. For each vocation there is a directory of colleges in New York State that offer training in that field. (Price \$1.00; paper cover 50¢.)

The American Association of Junior Colleges, 730 Jackson Place, Washington, D.C., distributes pamphlets which are of value to classes considering junior colleges. In quantities of twenty or more, the following pamphlets are furnished at the following nominal prices:

"Shall I Attend a Junior College?"	1 cent each
"What Does a Young Fellow Do Next?"	1 cent each
"Why I Am Attending a Junior College"	3 cents each
"Why I Am Enrolled in a Terminal Curriculum"	3 cents each

### *G. Booklets Giving Information Regarding Vocational and Evening Schools*

Attention also should be given to the public vocational schools of various types, including evening schools that are available to young people after leaving high school. When emphasizing the necessity of adequate training for the occupations, one of the important duties is to provide information regarding the opportunities for such training afforded by the various educational institutions of the community. This information usually is compiled each semester by local vocational school divisions.

In addition to local and state directories of public vocational training facilities, directories of all schools, public and private, are sometimes available. For example, a philanthropic organization, Vocational Service for Juniors, compiles and publishes a *Directory of Opportunities for Vocational Training in New York City*, which is very useful for young people in that area and demonstrates the value of this service. The 1942 *Directory* provides information regarding the opportunities for training in 600 subjects afforded by the 400 various educational institutions of New York City that give some form of training intended as a preparation for a definite type of work.

A 1940 handbook prepared by the Bureau of Guidance, New York State Education Department, entitled *Special Educational Opportunities Offered in State-Supported Institutions Open to High School Graduates*, furnishes information regarding the entrance requirements and character of instruction in state-supported educational institutions. These comprise the state teachers colleges and normal schools and institutions offering instruction in forestry, seamanship, agriculture, technical occupations, homemaking, teacher training, industrial arts, veterinary medicine, ceramics, and pedagogy.

Useful directories of schools offering training in special fields are published by the Institute of Women's Professional Relations, Connecticut College, New London, Connecticut.

### *H. Charts*

The American Association of Junior Colleges has prepared a wall chart, 24 × 28 inches in size, which shows in compact form the essentials of accreditation requirements in 1941 for 38 national, regional, and state junior colleges. It is priced at fifty cents.



## I. Motion Pictures

Motion pictures are available to acquaint prospective students with the aims and activities of specific colleges. One of these is *Campus Frontiers*, which may be borrowed from Antioch College. After introductory campus scenes, students are shown at work on some sixty jobs in three major areas: business, social science, and industry and research. Between each two groups of jobs, scenes on the campus show how the job experience invigorates classroom study. The film was made by a student at the college and is of interest to pupils who are selecting a college for further training. Other films are:

*Design for Education.* Shows some of the experiences of a girl during four years at Sarah Lawrence College.

*Education for Tomorrow.* Shows a boy's life at a small co-educational college — Hobart College.

*Campus on the March.* An OWI film showing wartime activities in typical colleges and universities.

*University and the War.* Portrays the role of the university in the war, using Ohio State as an example.

### 3. INFORMATION ABOUT CORRESPONDENCE SCHOOLS

The interview study of the Regents' Inquiry disclosed that high school pupils have little information regarding various occupations, possibilities of advancement, opportunities for employment, and training required. It also concluded that the extent to which these pupils turned to proprietary schools, some of them of questionable worth, is evidence of their inability to discriminate between acceptable and unacceptable educational agencies.\*

Consequently, instructors and counselors are redoubling their efforts to induce pupils to investigate private proprietary schools and correspondence courses before signing contracts. The recent growth of alleged "schools" making extravagant claims and promises has led to the publication of several useful aids:

A leaflet, *Traps for the Unwary*, is a discussion of "racket" trade and correspondence schools, published by the Counseling Service for Juniors, Westchester County Children's Association,

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\* Norton, Thomas L. *Education for Work; Report of the Regents' Inquiry*. Page 189. McGraw-Hill Book Co., Inc., 1938.

White Plains, N.Y., available for a large stamped self-addressed envelope. This is a brief compilation of pointed facts and advice about racket schools which should be read diligently by young people and their parents. Methods of investigating the schools are suggested. A succinct compilation of advice and information on the same topic is distributed by B'nai B'rith Vocational Service Bureau, Washington, D.C.

Advisers who are frequently asked for advice about correspondence courses in the United States will find helpful the eight-page Guide to Correspondence Courses, published as a supplement to the National University Extension Bulletin. This is available for five cents from the secretary, W. S. Bittner, Extension Division, Indiana University, Bloomington, Ind. The guide lists correspondence courses issued by extension divisions of 44 universities. It gives a list of subjects covered, indicating which universities give courses in each subject. Included is other useful information for people interested in correspondence courses.

Educational projects such as the ones described in this chapter give pupils information concerning courses, schools, and higher institutions of learning which will prepare them for the vocations of their choice. The teacher of business subjects will center assignments around typing extracts from the books and pamphlets, preparing and mimeographing summaries for distribution to other pupils, correspondence, and co-operation with all-school committees. By using these methods of informing pupils about schools for further training, pupils will know where additional preparation may be secured, what are the requirements for entrance into those schools, and what abilities are necessary for success in them. They will be informed during their high school years of the requirements for securing scholarships and loan funds, so they can prepare to meet the conditions. The activities will reveal higher intellectual activities and make them desired by those gifted for successful achievement in them.

The pupil should be encouraged to strive to secure the best possible preparation, whatever form of training is required, as it is the foundation on which his vocational achievement must rest. Some of the pupils studying business subjects will go on to college. In this case they should receive help in planning their college career. This will involve the study of college catalogs, the weighing of advantages of one institution over another, and the plan-

ning of the secondary school program in such a way that it will satisfy the entrance requirements of the chosen institution.

Pupils who do not expect to enter college may need help in selecting vocational or other schools offering further training on a commercial basis. They need help in choosing one which will give sound preparation and in steering away from the undesirable ones, many of whose advertisements glow with optimism. The suggestions presented in this chapter will furnish ammunition for such planning. And at the same time they unquestionably help to kindle educational ambition.

## ASSIGNMENTS FOR PUPILS

1. For the bulletin boards of the various classrooms, committees may prepare charts or lists showing the vocational possibilities of different school subjects. For example, one group may develop a chart captioned "Vocational Opportunities in Merchandising"; another, "Opportunities in Accountancy"; "Occupational Opportunities in Stenography"; "Vocational Outlets of Foreign Languages"; etc. Other studies of this kind may be examined and utilized. Pupils may revise, ask the co-operation of the teachers of various subjects, and investigate local occupational activities.

2. From the list of colleges in *Which College* or *So You're Going to College*, select the ones to which you will write for catalogs. To prevent duplication, write the names of the colleges, alphabetically arranged, on the sheet on the bulletin board, followed by your name. In your letter, explain that you wish the catalog for a classroom or school library shelf, so that representatives of the college will not call on you. When the bulletins are received, examine them in order to report to the class on some of the outstanding features, and check the bulletin board list in the "received" column. Prepare a condensed statement of the entrance requirements for the compilation to be published in the school paper. Arrange the catalog in alphabetical order on the shelf, removing the out-of-date one.

3. Select a school in which you or your friends are interested. Secure an announcement of its scholarships. Prepare a brief statement of them. Your summary will become part of a compilation of information to be mimeographed and distributed to other students to bring to their attention the opportunities for assistance offered by means of scholarships. Place the scholarship posters or announcements on a well-arranged bulletin board display.

4. Extend and enlarge the chart on pages 237-238 to show the vocational avenues leading from the business subjects offered in your school.

5. Plan a college day conference and invite graduates of your school who are now attending institutions of higher learning to talk to groups of pupils.

6. Plan some panel discussions on colleges and schools giving further training. Each pupil may select a different type of school, consult the books on colleges, examine the catalogs, interview someone who has attended that institution, and serve as the "expert" to give information a freshman-about-to-be should have and consider in choosing an institution offering further training

7. Name five institutions of higher learning where you might secure special training for a vocation you are considering. Consult the catalogs of these institutions and compute the cost, including transportation, involved in attending each of these.

8. Mention a school subject which you did not like at first but which you liked better as you learned more about it.

9. Ask someone who has taken a course by correspondence to tell you how it has helped him.

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## BROADENING THE PUPIL'S UNDERSTANDING

DISCUSSIONS and class exercises may be planned which will extend the pupil's insight into the social utility and significance of various kinds of occupations, give a realization of the interrelationships existing among occupations, and broaden his understanding of working conditions. Education in a democracy should stress the contribution of the socially useful occupation to the common welfare. The dignity of craftsmanship, the history of the skilled trades, and their fundamental importance in civilization should be presented together with the opportunities available. The worker's dependence on other laborers and the meaning of his work to other workers may reveal an opportunity for service.

Conditions under which workers fail to give satisfactory service or fail to achieve satisfaction should be reported to pupils, as well as the conditions under which workers progress to the top of their occupational ladders. Pupils should know that personal pecuniary advantage is not the primary objective of learning and that employees who state their problems do not place earnings as their chief cause of dissatisfaction.





## XVII

### Helping Pupils to Respect All Forms of Useful Work

EVERY teacher of business subjects must be struck by the tendency of modern youth to choose high-sounding white-collar occupations and to look down on manual labor. Every teacher is obligated to do what he can to change this attitude and to inculcate in pupils a healthy respect for all sorts of useful work. Particularly is this true of the teacher of business subjects which are occupational in their very nature.

Current writers about vocational guidance are striving to strip the stigma of meniality from the manual occupations. They do this by recognizing the contribution to society of manual work, by directing attention to workers who have risen to posts of leadership from humble beginnings, and by showing the interrelationships existing among occupations.

#### *Contribution of Manual Work*

Two teachers of vocational subjects in San Antonio, Texas, who faced this difficulty endeavored to meet it by preparing a little book, *They Also Serve*,\* in which they presented in an attractive manner a number of jobs ordinarily regarded as menial. *They Also Serve* contains stories of workers — excavators, garbage men, milkmen, elevator operators, charwomen — who are doing well the simple and necessary, if not particularly edifying work of the world, work without which our present mode of living could not be maintained. The jobs are well described, laborers possessing fine human qualities are admirably portrayed, and the whole is permeated with a profound respect for these useful workers. The book is written for pupils of low mental ability.

Teachers of business subjects may prepare similar descriptions of clerical occupations. They may also call attention to the advantages of skilled manual trades, such as little competition, favorable earnings, and the possibility of advancement. Although the requisite for a satisfying life is work in which one can be happy and efficient, that work need not be of the "white collar" type.

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\* Bishop, Merrill, and Allen, Arda Talbot. *They Also Serve*. Austin, Texas: The Steck Company, 1938.

Many Labor Day editorials call attention to the importance of work well done. For example, Channing Pollock's "The Most Important Job in the World" published the day before the 1940 Labor Day includes these instances:

All good work is important. And loyalty, and kindness, and small helpfulness are important, too. There used to be an elevator man at the Lambs' Club, in New York, who went far out of his way to be pleasant and useful to its members. When he died, not long ago, one of them told me, "Pat's funeral was our biggest demonstration of respect since the passing of Victor Herbert."

There's Charlie, the sodawater clerk who used to be at our corner, and who was so full of neighborly advice and eagerness to be everybody's friend and handyman that we really mourned him when he moved away. My own personal list of important people would include him, and dozens of other friends who are farmers, butchers, bakers and candlestick makers. . .

What it takes chiefly, perhaps, is interest and pride in your work. The fellow with a future isn't often the one who scorns what he is doing at present. He's the man who thinks his job is important, and so goes on to ever more important jobs. Years ago in a vaudeville theater in New York there were two lads, one at each side of the stage, who set up cards giving the names of performers. My wife needed an office boy, and she chose Benny because she said he set up his cards as though nothing else on earth mattered as much. That conviction he carried into his new post. Benny is now advertising manager of a metropolitan newspaper. The other lad — a middle-aged man now — may be still setting up cards. . . .

It isn't your job that counts, but what you do in your job.\*

William S. Knudsen, when president of General Motors Corporation, emphatically advised youth to get some work to do with their hands †:

If I were twenty-one I would be a mechanic. I would try to get work in a machine shop. If that failed I would try for a job in a filling station, or as an apprentice to an electrician or a plumber, or as a clerk behind a counter, or as an errand boy. I would try to get some work to do with my hands . . .

George Washington was for years a hard-working surveyor; Thomas Jefferson was a gifted designer of useful appliances; Benjamin

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\* Copyright 1940 by the United Newspapers Magazine Corporation. (Used by permission.)

† Knudsen, William S. "If I Were 21" *The American Magazine*, June 1939. (Used by permission)

Franklin was a journeyman printer, an inventor, and the best electrician of his age; Abraham Lincoln split rails, kept a store, built and worked on flatboats. The fact that these men knew how to work with their hands undoubtedly contributed to their hard practical sense . . .

What I am hitting at is the false tradition of gentility which prevents many a gifted youngster from following his natural bent. I want to tear down the idea that one honest job is more honorable than another. Honorable work is any work that you do well.

A writer of an article, "Now I Work in a Factory," in *The Reader's Digest*, June 1940, reports that he switched from a white-collar career to manual toil in an automobile accessories plant and has found the experience a tonic and a revelation.

Courses which dignify manual work and give it parity with intellectual effort are mentioned in *Learning the Ways of Democracy*.<sup>\*</sup> Four examples of recognition and esteem attached to labor performed by students as service to school and community are reported in courses of study. Manual labor is accepted as an integral part of education, and manual skill is treated with the same respect as intellectual achievement.

Attention may be called to such instances as the school janitor, whose personality, obliging and accommodating manner, constant helpfulness, and thorough and conscientious discharge of his duties had so endeared him to the students that on completion of twenty-five years of service the senior class dedicated the year-book to him at a testimonial ceremony.<sup>†</sup>

In London a street sweeper who had become known through his simple dignity to some of the intellectually and socially elite of the Empire received felicitations every year on his birthday from many of the notables of England.

Acquaintance with men and women in the unskilled fields may impress upon pupils that all work can be commendable if honestly done and if the worker brings to it a genuine interest in the world about him. Manual workers might be persuaded to include their hobbies in a community display of leisure-time interests. Their contentment and enthusiasm over their spare time achievements will serve to demonstrate their adjustment in the world of work. Some of the workers in monotonous jobs indulge

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<sup>\*</sup> Educational Policies Commission *Learning the Ways of Democracy*, pp. 77-79. N.E.A. and the American Association of School Administrators, Washington, D.C., 1940.

<sup>†</sup> Becker, Hubert *The Bend*. West Bend, Wisconsin, High School, June 1938.

in leisure pursuits and show unusual craftsmanship in wood carving, boats made from toothpicks, model planes, etc. The interest shown in these leisure-time activities, or evidenced by an excellent piece of workmanship by people without much education or skill, who do the simple jobs, emphasizes the thought of Justice Oliver Wendell Holmes that "Every calling is great when greatly pursued." \*

### *Rewards for Excellence in Manual Labor*

Along with the heroes of invention, politics, finance, and military tactics, society should honor the good builders, potters, weavers, and farmers. And educators can cite awards which have been made for excellence in manual labor. Awards for manual workmanship were accompanied by elaborate ceremonies at the completion of Rockefeller Center, Riverside Church, Empire State Building, and new buildings at Columbia University. An example of recognizing the contribution of manual work is thus referred to by Nicholas Murray Butler †:

Recognition should be given to excellence of manual work similar to that given to excellence of intellectual work. On Morningside Heights, it has been our established custom, when a new academic building is completed, to hold a formal gathering of all the workmen who have been engaged upon its construction and equipment. To this gathering members of the workmen's families are also invited. In the presence of this company the President of the University awards a medal, accompanied by a certificate, to that manual workman in each of the trades engaged upon the building who has been chosen to receive it because of the excellence of his work in its construction or equipment. Those who are to receive these medals are selected by a committee consisting of a representative of the University, a representative of the architect, a representative of the contractor and a representative of the trade or type of work for excellence in which the medal is to be awarded. These gatherings have been impressive in high degree and have given to the workmen a consciousness of the fact that the University regards them as contributing directly to its equipment for usefulness in its chosen field of endeavor and for its helpfulness to

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\* Cooper, A. C., and Palmer, G. A. *Twenty Modern Americans*, p. 378. Harcourt, Brace & Co., 1942.

† Butler, Nicholas Murray. "The Joy of Work." An address delivered at the opening of the 187th year of Columbia University, September 25, 1940. (Used by permission.)

mankind. This proceeding is quite analogous to that of conferring a University Medal or an Honorary degree at the annual Commencement.

. . . the possibility to which every healthy-minded man looks: the possibility that he may, as life goes on, come by his own efforts into a larger and more important field of activity than the one in which his work began. In the United States our industrial history abounds in illustrations of the capacity of men who began their life-work at the very bottom of the industrial or administrative scale to rise to posts of highest authority and responsibility by their own efforts and their own excellence

### *Rewards for Effort and Initiative*

To stimulate pupils to exert initiative and maintain conditions that will give scope for it, attention should be called to local citizens who have risen to posts of responsibility through their own efforts. Pupils can discover through observation and reading many instances such as the one mentioned in the December 16, 1940, issue of *Your Future*. A student who, as a NYA scholar at Furman University, Greenville, South Carolina, was assigned to the selection and arrangement of flowers in reception rooms, is now on the Furman faculty and gives instruction in the art of flower arrangement.

The following example reminds one of the virtue of old-fashioned individual initiative. A classified advertisement asked for "someone with the capacity to outgrow the job of secretary." The anonymous author writes \*:

That was when I opened my portable typewriter and began to compose a letter with some of the desperate striving of one trying for sufficient inspiration to make an opera. "You will get at least three hundred letters, sir," I wrote, "and I am well aware that if I am worth your time, I ought to save it now. Will you let me assort these letters for you and help you make a selection? I'll be waiting at the telephone to get your call." On another sheet of paper I wrote a crisp biography and clipped it fast to my letter with a piece of folded brass. I took that application to the newspaper office, and on Monday morning I gambled by staying home. It was not quite ten when a 'cello voice spoke my name over the telephone, and I said, "Oh, you are Mr. X. R. K."

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\* "A Secretary Looks at Her Boss." Anonymous. *The Saturday Evening Post*, August 8, 1936.

He told me where to come — and I was there, confronting him in the space of twenty minutes.

"You're hired," he said, "long enough to pick the best candidate from this" — and he indicated with his palm a table on which there was a mound of letters. Inside of an hour I had all the letters crudely graded.

"This is the best," I said. What that letter described was a thirty-five-year-old jewel.

Mr. X. R. K. studied that letter with such care that I almost began to wish I had torn it up. Then he took the other five letters of the first group and read each one. After that he thumbed over some of the ones at the bottom of the pile. Abruptly, he grinned at me, and said: "This is the sort of intelligent helping that I require. Now you tell me all about yourself, and unless you should reveal that you are just out of some reformatory, I think you are my secretary."

To create in the minds of young people the concept that work in the "blue collar" jobs is respectable and honorable and not performed exclusively by persons of low ability, the study of biography will be of considerable assistance. The use of biography is discussed in another chapter. Men who have been elevated to the presidencies of industrial concerns, as in the case of Knudsen of General Motors, Chrysler and Keller of Chrysler Motors, Grace of Bethlehem Steel, Geist of Allis-Chalmers, and many others, rose to their positions from the "blue collar" factory worker or production engineering ranks.

Examples of men who progressed from humble beginnings to posts of leadership through demonstrating an ability to make independent judgments are numberless. Henry Ford started as a mechanic, as did Kettering, the inventor of the self-starter. John D. Rockefeller was a four-dollar-a-week department store clerk. Frank Woolworth began his career as a clerk and window trimmer working for nothing. Bernard Baruch began work as a three-dollar-a-week Wall Street clerk and became a millionaire and adviser to President Hoover and President Roosevelt. An important factor in their success was the ability to do the right thing at the right time, to examine several possible choices open in any situation, to select the right one, and to show initiative.

Pupil interest will quicken if executives in some of the local industrial concerns can be cited as examples of those who have risen from the ranks of manual workers.

For example, a survey of executives in the Standard Oil Com-

pany of California \* showed that a recent president began as a fireman in a pipeline station; a vice-president entered as chairman on an engineering gang; and other executives started as drillers, warehouse men, oil field roustabouts, and tank truck drivers.

The president of Allis-Chalmers Manufacturing Company, Walter Geist, started as an errand boy and advanced through successive stages of promotion to tracer, draftsman, designer, and engineer. James White, production manager of the same company, spent three and a half years working in the shops, on both the heavy and the mass production lines. He declares that "he likes to spend most of his time out in the factory where he can roll up his sleeves and get his hands dirty solving some knotty production problem." †

Walter Chrysler is a notable example of an industrial magnate who began as a mechanic, serving his first of a four-year term as an apprentice machinist at a salary of five cents an hour. In his autobiography he recalled a board meeting of the huge Chrysler Corporation. Studying each executive who sat at the long table, he noted: "They all got their start in overalls. We were, all of us who sat at that table, American workmen in the simple, exact meaning of the term. Those who come after us in the years ahead will be the same, and the reason for this is that there is no way for men to qualify themselves for what we do at that table except by working and learning." ‡

With the onset of the defense effort, the manual worker is being elevated to the position of key man in our war activities. The worship of white collar work rapidly is being dissipated as it is becoming increasingly evident that work which is socially and nationally useful not only is dignified and worthy of pursuit but is equally desirable from the economic point of view.

### *Interrelationships among Occupations*

If the youth of today is to evolve a proper conception of work, he must understand how various kinds of work are related to each other. Rousseau outlined a homily on this point. Writing

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\* Kitson, H. D., and Lingenfelter, M. R. *Vocations for Boys*, pp. 4-5. New York: Harcourt, Brace & Co., 1942

† *Milwaukee Journal*, May 17, 1942.

‡ Published serially in *The Saturday Evening Post*, summer of 1937.

in 1762, he cited an example of an exercise which gave an understanding of the interdependence of workers in different occupations and the social contributions of all worthy occupations. Dramatically he pointed out that the energies of all the regions of the world had been taxed and that twenty millions of hands had been at work to create the material for one feast:

We go to dine at an elegant house, and find all the preparations for a feast — many people, many servants, many dishes, and a table-service elegant and fine. All this apparatus of pleasure and feasting has something intoxicating in it which affects the head when we are not accustomed to it. I foresee the effect of all this on my young pupil. While the repast is prolonged, while the courses succeed each other, and while a thousand noisy speeches are in progress around the table, I approach his ear and say to him: "Through how many hands do you really think has passed all that you see on this table before it reaches you?" What a host of ideas do I awaken in his mind by these words! In an instant all the vapors of delirium are expelled. He dreams, he reflects, he calculates, he becomes restless. While the philosophers, enlivened by the wine, and perhaps by their companions, talk nonsense and play the child, he philosophizes all alone in his corner. He interrogates me, but I refuse to reply, and put him off until another time; he becomes impatient, forgets to eat and drink, and longs to be away from the table in order to converse with me at his ease. What an object for his curiosity! What a text for his instruction! With a sound judgment which nothing has been able to corrupt, what will he think of luxury when he finds that all the regions of the world have been put under contribution, that twenty millions of hands, perhaps, have been at work for a long time to create the material for this feast . . . ? \*

The modern teacher of business subjects can prepare similar exercises from the subject which he teaches each day. Thus for a class in economic or commercial geography, an assignment aimed to show the worth of all forms of socially useful labor and to instill a sense of appreciation of those who do the work of the world may be developed under the heading, "Workers Who Make Articles I Use," as indicated in the following assignment for pupils.

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\* *Rousseau's Émile or Treatise on Education.* Abridged and Translated by William Payne. Page 172. International Education Series. D. Appleton & Co., 1926. (Used by permission.)



## ASSIGNMENT FOR PUPILS

Give examples of contributing workers, classified according to the new census groupings, for the production of an automobile, a lead pencil, a radio program, bridges, hotel service, bread, clothing, and the articles you have in your pockets or purse. One may begin with the raw materials necessary, with the finished parts, or with the census classification of workers; for example:

(a) Name the workers who process the materials (listed below) commonly used in RCA radio-phonograph combination.\* Name the workers dependent on them, and some on whom their work is dependent. Consult commercial and industrial geography textbooks.

Steel	Bronze	Bakelite	Shellac
Silver	Leather	Phosphorus	Filler
Aluminum	Rubber	Tungsten	Lacquer
Oil	Pitch	Rosin	Plastics
Mica	Carbon	Zinc	Silk
Copper	Enamel	Gum	Cotton
Lead	Fibre	Wax	Wool
Tin	Cord	Celluloid	Rayon
Brass	Paper	Felt	Glass
Iron	Paint	Wood	Dye
Nickel	Ink	Glue	Sealing Wax
Chromium	Isolantite	Varnish	
Cadmium	Mercury		

(b) An understanding of the vast combination of human industry required for an automobile may be shown by the following exercise. Blanks are to be filled in by pupils.

### RAW MATERIALS USED IN THE MANUFACTURE OF ONE FORD CAR †

<i>Raw Materials</i>	<i>Quantity</i>		<i>Workers Involved</i>	<i>Finished Part</i>
Rubber	69	lbs.	—	Tire
Cotton	60.9	lbs.	—	Cord in rubber ties, choke button
				Plastic layer in safety glass
Sugar-cane molasses	27	lbs.	—	Glue and grease; shock absorber fluid
Soybeans	27.6	lbs.	—	Body enamel, gear shift knob, mold- ing plastic, coil housing
Sheep's wool	3.3	lbs.	—	Upholstery, felt washers, noise in- sulators
Goat's hair	0.35	lb.	—	Cushion

\* List supplied by the RCA Manufacturing Company, Inc., 1940

† Exhibit at 1940 World's Fair Ford Cycle of Production, New York City, now at Dearborn, Mich.

<i>Raw Materials</i>	<i>Quantity</i>	<i>Workers Involved</i>	<i>Finished Part</i>
Tung oil	1 lb.	—	Body enamel and paint
Cattle leather	1 lb	—	Leather upholstery
Wood	112 bd. ft.	—	Shipping boxes and door cardboard
Cork	0.25 lb.	—	Gaskets
Asbestos	6.5 lbs.	—	Brake lining
Iron	2300 lbs	—	Rods, axle bars, frame
Coal	4700 lbs.	—	{ Requisites for reducing iron ore;
Limestone	1500 lbs.	—	
Copper	34 lbs.	—	Fender, bolts, engine block
Lead	31.5 lbs.	—	Wire, thermostat, crankshaft
Zinc	14.5 lbs	—	Battery plates
Manganese	14.5 lbs	—	Intake manifold, carburetor
Silimanite	9 lbs.	—	Motor block, crankshaft
Sulphur	5.7 lbs	—	Foundation of spark plug porcelain
Chromium	2.8 lbs.	—	Rubber tire; steering wheel
Nickel	0.8 lb.	—	Protective coatings, rustless steel
Cadmium	0.7 lb	—	Alloying of steel; rim, axle, bolts
Silver	0.0006 lb.	—	Protective plating for brake shoe
Petroleum	72 gal.	—	Plating of headlight reflectors
Silica sand	74 lbs	—	Sound deadener
			Source of glass for windshields, win-
			dows, and headlight lenses
Aluminum	10.66 lbs.	—	Engine's intake manifold

<i>Each Million Automobiles Use *</i>	<i>Workers Involved</i>
16,000 acres of tung trees — tung oil	—
87,500 goats — mohair	—
12,500 acres of cane — alcohol	—
341,000 pounds of castor oil	—
2,060,000 pounds of pine pitch	—
433,125 acres of cotton	—
800,100 sheep — wool	—
20,500 acres of wood	—
250,000 pounds of cork	—
50,000 acres of soybeans	—
20,000 hogs — lard	—
11,280 acres of corn — alcohol	—
30,000 cows — leather	—
69,000,000 lbs of rubber	—
93,000,000 bees — beeswax	—

### *Workers Involved in the Manufacture of an Automobile*

The Cycle of Production exhibit at the Ford Motor Company, Dearborn, Michigan, shows that the automobile industry requires workers in every part of the globe. Employment reaches from the hundreds of thousands directly employed in the automobile plants — back through the thousands of suppliers of those plants

\* Exhibit of Ford Motor Co. at 1940 World's Fair.

— back to the raw materials, and the millions engaged in their production, transportation, and early processing. A study of this cycle of production may well be included in a commercial geography lesson.

For this exhibit, 27 typical raw materials are chosen, and the progress of each, through the processing states to the finished car part, is shown by activated models of 142 human figures carved in wood and 133,600 individual moving parts. The Cycle of Production is on permanent exhibit in the Rotunda and hospitality building of the Ford Motor Company in Dearborn, Michigan.

The explanation of how raw materials are transformed by men, management, and machines into the automobile is given by the attending guide:

Men in every part of the globe and in almost every land help build the new motor cars . . .

The Brazilian working on a vast rubber plantation in the Amazon valley, the nickel miner in Canada's "rand," the Alabama cotton planter, the Wyoming cowpuncher, the Texas goatherd — all these play their vital part in the giant automobile industry.

So, too, do the men who work in the metal industries, and in such varied trades and places as the tung orchards of China, the sugar-cane plantations of Louisiana, the soybean fields of the middle west, the great oil fields in a dozen states, the silimanite mines up in the high Sierras. These men and others in countless other industries everywhere provide the materials which are transformed by the magic of chemistry and metallurgy into the gleaming cars America sends out over the highways of the world . . .

The entire cycle presents a graphic and easily understood symposium of the most important processes carried on in automobile plants or in the factories of the industries which supply parts and the workers engaged. Typical animated models of human figures show a cowboy riding a horse and throwing a lariat; cotton pickers with pickaninnies playing among the bales; a factory worker handling molten glass; a miner trying to tug a stubborn donkey down a steep hill; operators of machines, throwing switches, moving levers or pouring metal, and workers practicing the principle of factory cleanliness as they polish the metal parts of their machines.

Some industries have charts which show the interdependence of many lines of wage-earning activities. For example, the RCA Manufacturing Co., Inc., issues a leaflet showing the materials used in radio tubes.

Some of the textbooks (listed on page 234) provide for studying the number and variety of workers needed to produce the articles we use daily and for developing sympathy with and toleration of people in the various vocational groups. Some of the economic citizenship texts have arranged exercises to stress the importance of the individual worker as an integral part of the world of work and to emphasize our dependence upon him to provide financial stability and to create a market. Suggestions are also made for "de-glamorizing" some of the already saturated professions, such as newspaper reporter, and increasing interest in the less romantic but equally necessary occupations.

A motion picture entitled "Interdependence" portraying the interdependence of workers is distributed by the Harvard Film Service, Biological Laboratories, Cambridge, Mass., for a rental of \$2.00 for the first day, \$6.00 per week, plus postage. (16 mm., running time 22 minutes.) Another film, *Essential Jobs*, is intended to show the importance of seemingly nonessential workers such as those engaged in producing nails, cocoa, soap, leather, and gloves. The rental fee from the British Library of Information, 30 Rockefeller Plaza, New York City, is fifty cents.

The number of worker contributors to any article of consumption is not the whole story, however. Valuable lessons can be taught by showing how one group of occupational specialists can help or hinder other groups. Thus a strike of railroad workers might throw out of work thousands of factory workers, expressmen, milkmen, paper boys, and taxi drivers in communities quite remote from those where the strikers live. Slowing down products in one plant affects thousands of workers in other plants. The use of the exercises in the preceding section will make pupils aware of the social utility of the various kinds of work, a worker's relation to other workers, and what his work means to other people.

Class discussions may emphasize that a democratic society will not set false distinctions between occupations, will not separate its work and its culture, will not establish a hierarchy of occupations. Democracy implies respect for all socially useful work. The dignity of work which contributes to the maintenance and comforts of society and the contribution of the worker to the social welfare may be better understood by a vista of the vast variety of workers contributing to articles of common use.

## ASSIGNMENTS FOR PUPILS

1. If you are thinking seriously about a particular vocation, mention a number of other vocations that are related to it. Show how it absolutely depends on certain ones; as, for example, printing depends on papermaking and the manufacture of ink as well as on machinery. Show how other workers depend on it; if workers in that occupation were suddenly thrown out of work, how many other occupations would be bound to suffer?

2. Point out the ethical aspects of the interdependence of workers in some occupation. One who does not do good work on his job may hinder the work of how many others? Of what other workers?

3. A person who starts in one job may find himself presently doing quite a different type of work. Name some jobs to which a beginning clerical worker might advance

4. Consider the work of a stenographer, bookkeeper, and cashier and discuss what each one's work means to other people and his relation to other workers.

5. In the entrance to the Empire State Building, New York City, a bronze tablet is engraved with the names of workers who received craftsmanship awards upon its completion. The workers' names, alphabetically arranged, represent the following occupational groups. In what skills may each individual have excelled in order to be the recipient of the craftsmanship award?

### CRAFTSMANSHIP AWARDS — Empire State Building

Painter and decorator	Wrecker	Metal lather
Damp proofor	Glazier	Laborer
Steam shovel operator	Tile setter's helper	Cement mason
Roofer	Asbestos worker	Marble setter's helper
Elevator constructor's helper	Tile setter	Marble setter
Steamfitter	Terrazzo worker	Electrician
Stone cutter	Carpenter	Rock driller
Ornamental iron and bronze worker	Elevator constructor	Terrazzo worker's helper
Stone setter	Sheet metal worker	Hoisting engineer
Plasterer	Steam fitter's helper	Derrickman
	Plumber	

6. Out on the bench in the cool, crisp November air, thousands of persons shout cheers of joy and encouragement to the men on the field in front of them — to men who are intent on the game and their working together in order that the winning score may be theirs. Just as each player in this game depends on the others, so does each worker depend on other workers. For example, on what workers did the players have to depend to hold the football contest; that is, what workers made the game possible?

7. Give an instance when you or someone you know experienced the feeling expressed in the following poem that work well done gives satisfaction:

### WORK \*

*By Henry Van Dyke*

Let me but do my work from day to day,  
In field or forest, at the desk or loom,  
In roaring market place or tranquil room,  
Let me but find it in my heart to say,  
When vagrant wishes beckon me astray,  
"This is my work; my blessing, not my doom;  
Of all who live, I am the one by whom  
This work can best be done in the right way."

8. Discuss whether or not prejudice against manual labor is acceptable in a democracy and what we as individuals can do to bring about a better appreciation of socially useful work. Why are occupations that contribute to the well-being of mankind equally honorable?

9. After considering the variety of raw products that go into any manufactured product, discuss the interdependence among workers. For a raw product, name the workers required to process it, the workers who are dependent on them, and some of the workers on whom each is dependent. For another article in common use, begin with the various classifications of occupations, name gainful workers in each group, and discuss the nature of their work and what their work means to others employed in the same industry.

10. Trace the progress of a letter from the time it is dictated and transcribed by a stenographer, mailed, sorted at the post office, transported, sorted again at the receiving post office, delivered at its destination, read and filed at the receiving office. Discuss the work performed by each worker. Do you consider one job more important than another?

(a) Stenographer — takes dictation, transcribes the letter, and sends it to the mailing department.

(b) Mail clerk — seals mail, affixes correct postage, and sends letter to the post office.

(c) Post office clerks — sort mail received according to districts.

(d) Mail truck drivers — deliver mail to the receiving post office.

(e) Postman — picks mail up and delivers it to the proper destination.

(f) Receiving clerk — receives mail and arranges it according to the department to which it goes.

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\* Used by permission of Charles Scribner's Sons, publishers.

(g) Credit manager — reads letter, takes necessary action on it, and releases it for filing

(h) File clerk — files letter in appropriate folder for future reference.

11. Make a list of fifty workers who helped to make possible your morning breakfast, the book you are reading, or your evening radio broadcast.

12. Compare the implications of the following statements:

What I want is work. It is work which gives flavor to life. Mere existence without object and without effort is a poor thing. — *Amiel's Journal*. Translated by Mrs. Humphry Ward. Volume II, p. 348. The Macmillan Co., 1894

If a man love the labor of any trade, apart from any question of success or fame, the gods have called him. — Robert Louis Stevenson.

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"They Made Hard, Humble Jobs Stepping Stones to Success." *The Philadelphia Inquirer*, April 23, 1939. Brief accounts of some famous people whose beginning jobs were difficult.

## XVIII

### Pupil Investigation of Working Conditions

**U**NDER the topic of working conditions, pupils should investigate (1) problems of labor relations; (2) problems encountered on entering occupational life; (3) qualities including desirable attitudes and personal traits which have helped workers to progress; and (4) causes of unsatisfactory employment or discharge.

Class assignments may include an introduction to labor problems, working environment, and information concerning the working conditions that some of the pupils will encounter. The Educational Policies Commission has recommended \* that realistic problems of organized capital and of organized labor should be included in school courses, since our economy has reached a point where neither employers nor employees can be laws unto themselves. The Commission further asserts that for the general well-being of society youths should know, before entering the workaday world, why combinations of capital and labor organizations exist; and they should enter into objective discussions of the conflicting policies of these two groups and their effects on the general economic welfare.

In years ahead, these same youths will be employees or employers. It is believed that the sharpness of the antagonism between these two groups can be lessened if a background of understanding of the problems and objectives of both groups is acquired before the young people leave school. This means that education must give attention not only to problems of employers but also to conditions of labor and of the laboring man — conditions that influence productivity quite aside from diligence and personal skill and constitute factors of economic efficiency or inefficiency.

Many high school pupils will find work requiring a small degree of skill in occupations that can be learned in one week. Workers performing only a small minority of modern occupations of the non-white collar type demand highly specialized training.

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\* Educational Policies Commission *Education and Economic Well-Being in American Democracy*, pp. 36-37. National Education Association and American Association of School Administrators, 1940.



A study of 2216 occupations in eighteen major industries that employ a total of 13,000,000 workers revealed that the minimum educational specifications of employers were as follows:

#### MINIMUM EDUCATIONAL SPECIFICATIONS \*

	<i>Percentage of Occupations</i>
None	47.1
Some elementary school	7.8
Elementary school graduation	12.1
Some high school	3.8
High school graduation	20.2
Some college	2.5
College graduation	6.5

The same study showed that the training on the job in over half of the occupations was less than one week:

#### TRAINING-ON-THE-JOB REQUIRED †

	<i>Percentage for Occupations</i>
None	8.5
One week or less	59.0
More than one week, but not more than one month	11.3
More than one month, but not more than three months	6.1
More than three months, but not more than six months	5.6
More than six months	9.6

Visits to places of employment, talks by workers, and interviews with employees shed some light on working conditions. Schools that maintain contacts with their former pupils and render placement services are in close contact with conditions in the working world. Industry is most co-operative in providing youth with information regarding employment opportunities and requirements. Employers are very generous in their co-operation with schools in an attempt to provide accurate information and better means of measuring potential workers for special jobs.

Some information which will familiarize pupils with the re-

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\* Bell, Howard M. *Matching Youth and Jobs*, p. 56 American Council on Education, 1940.

† *Ibid.* P. 58.

alities of labor problems may be obtained from publications of both employer and employee organizations.

### *Employer Organization Publications*

Three national organizations, representative of employers, collect and disseminate employment data:

The National Association of Manufacturers, 14 W. 49th Street, New York City.

The U.S. Chamber of Commerce, Washington, D.C.

National Industrial Conference Board, Washington, D.C.

### *Department of Labor Publications*

State departments of labor issue many useful bulletins; the United States Department of Labor distributes two publications:

*Labor Information Bulletin*, the bulletin of the Bureau of Labor Statistics. 75 cents a year.

*Monthly Labor Review*, which includes material on industrial relations, labor conditions, national income, labor laws, costs and standards of living, minimum wages and maximum hours, wages and hours of labor, employment offices, trend of employment, pay rolls, and a section of book reviews. \$3.50 a year.

### *Women's Bureau Publications*

The Women's Bureau of the United States Department of Labor investigates and reports upon conditions and problems connected with women's employment in industry, business, and the professions. These reports point out both the poor and the progressive conditions found in the course of the investigations.

Charts and maps dealing with salaries and distribution of clerical workers are available from this source. Various kinds of graphic materials including motion pictures and exhibit materials may be secured for the cost of transportation. A motion picture, "Behind the Scenes in the Machine Age," features new methods and labor-saving devices in industry.

To date, 180 bulletins present facts on women workers. They may be ordered from the Superintendent of Documents, Washington, D.C., at the prices listed. Mimeographed reports are obtainable only from the Women's Bureau. Some titles of interest to a business education department are as follows:

*Bulletin  
Number*

*Hours, Wages, and Working Conditions*

- |     |   |     |
|-----|---|-----|
| 96  | Women Office Workers in Philadelphia. 1932.         | 10¢ |
| 120 | The Employment of Women in Offices. 1934.           | 15¢ |
| 125 | The Employment of Women in Department Stores. 1936. | 10¢ |
| 132 | Women Who Work in Offices. 1935.                    | 5¢  |

*Occupations and Opportunities*

- |     |  |           |
|-----|--|-----------|
| 104 | The Occupational Progress of Women, 1910 to 1930.                            | 1933. 10¢ |
| 117 | The Age Factor As It Relates to Women in Business and the Professions. 1934. | 10¢       |
| 95  | Bookkeepers, Stenographers, and Office Clerks in Ohio, 1914 to 1929. 1932    | 10¢       |
| 159 | Trends of Employment of Women, 1918-1936. 1938.                              | 10¢       |
| 161 | Women at Work — A Century of Industrial Change. 1939.                        | 10¢       |

*Books and Pamphlets*

An annotated list of recent books and pamphlets concerned with organized labor and suitable for use by workers' groups is published in the December 1, 1940, *Booklist*, by the American Library Association. The American Library Association also publishes a twenty-five cent pamphlet, *Suggestions for a Trade Union Library*, by Orlie Pell. Reference to this material, usually available in public libraries in cities where labor unions exist, would give the counselor some knowledge of labor organizations and their current regulations, some of which frequently prevent young people from entrance into certain vocations.

There are many periodicals which are of general interest to the trade-union member and present current economic facts and conditions from labor's point of view. These are primarily for the members on the union rolls, but may be consulted in many public libraries.

*Plays and Novels*

Various aspects of labor are discussed in plays and novels described in these bibliographies:

- Carter, Jean. *Annotated Lists of Labor Plays*. Affiliated Schools for Workers, Inc., New York City, 1938. 15¢
- Anderson, Eleanor Copenhaven. *List of Novels and Stories About Workers*. Women's Press, 1938.

## *School Activities*

Courses of study are aiming at better understanding of industrial relations and conditions of labor. Some units on specific economic problems are described in *Learning the Ways of Democracy*.<sup>\*</sup> In Cleveland, Ohio, a unit on "Employer and Employee" is taught in the modern problems course. It includes teaching materials on the history, status, and forms of labor unions, the demands and policies of organized laborers and organized employers, and the weapons of economic warfare and tools of economic co-operation. In Los Angeles a unit on "Labor in America" begins by stating, "The purpose of this unit should be to give an understanding of the reasons why labor problems exist, the attempts that are being made to deal with them, and the difficulties that stand in the way. Most students are very shortly going to have to face the question, 'Shall I or shall I not join a labor union?'" With this orientation the unit presents a wide variety of teaching suggestions concerning labor and the labor movement.

Other efforts have been made to interpret labor policies to the schools. Asserting that unions know where there are jobs and have firsthand information concerning the supply and demand for labor, Mark Starr suggests conditions for co-operation between unions and school placement agencies in an article, [11] "Labor Unions as Sources of Occupational Information." He also declares that unions can tell which jobs are waning.

In this article, Mr. Starr, educational director of International Ladies' Garment Workers' Union, suggests that unions co-operate with accredited vocational schools, placement agencies, and organized employers to give firsthand information concerning the supply and demand for workers and to ensure an adequate and skilled supply of labor-power, provided that schools observe trade-union recognition, collective bargaining, and American standards of life.

*A Primer on Job Attitudes* by Robert Hoppock [7] is a short-unit text on job attitudes and labor problems. The final chapter, "Should You Join a Union?" includes reasons for and against union membership and suggested pupil activities for considering this question.

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<sup>\*</sup> Educational Policies Commission. *Learning the Ways of Democracy*, p. 87. National Education Association and American Association of School Administrators, 1940.

Ordway Tead, in an article, [12] "Youth and the Labor Unions," suggests that advisers and teachers of vocational subjects need the realistic knowledge of the labor union leaders. He maintains that the older unions are actively and constructively concerned with uniform wage rates for newcomers, seniority rights, bases of promotion, safeguarding against arbitrary discharge, provision of special training, establishment of fair standards of performance in terms of quantity and quality of output, adequate care of the sick and disabled, vacations, excessive overtime, removal of occupational hazards, and other matters.

Some educational leaders advocate that in our educating for democracy we recognize the rights of workers to maintain collective bargaining, but that we also recognize the rights of citizens to market their services in a purely individualistic manner. In other words, our society should permit labor organizations to exist and allow anybody to join them who wishes to, just as membership is voluntary in any professional organization. But equally sound is the stand that our society should permit anyone to refuse to join unions, without jeopardizing his opportunity to work.

This involves the principle of the closed shop. Evidence presented by leading authorities on both sides of this question may be weighed from summaries given in *The Closed Shop* in the Reference Shelf series, published by H. W. Wilson Company, 1942.

### *Legislation Affecting Wage Earners*

Youthful job-seekers need to know the procedure for obtaining a Social Security number, as applicants are frequently asked if they possess this number. They should also have an understanding of the laws which affect them as wage earners.

Suggestions for presenting information about Social Security and the Old Age Insurance may be secured from "How to Get a Number; A Lesson Plan on Social Security," in *Occupations*, February 1942. For group instruction, this lesson plan may easily be adapted to a class or club dramatization.

Government publications giving information on these topics are:

*A Brief Explanation of the Social Security Act.* Informational Service, Circular No. 1, Social Security Board, Washington, D.C.

*A Ceiling for Hours, a Floor for Wages, and a Break for Children.* Wage

- and Hour Division, United States Department of Labor, Washington, D.C. 1939. Free
- Compilation of the Social Security Laws.* Federal Security Agency, Washington, D.C. 1939. Free
- Information for Workers about Unemployment Compensation.* Division of Unemployment Compensation, Illinois Department of Labor, Merchandise Mart, Chicago.
- Workers and National Defense.* U.S. Department of Labor, Washington, D.C., 1940.
- The Worker, His Job, and His Government.* Vocational Bulletin No. 220. U.S. Office of Education, 1943.
- Vocational Education and Changing Conditions.* Vocational Bulletin No. 174, U.S. Office of Education, 1934.

### *Personal Qualities and Traits*

Just as the pupils should enter the labor market fortified with knowledge of labor relations, they should be informed regarding the requirements necessary to achieve a satisfactory work record.

For pupils interested in clerical work, the values of perseverance and continuity of effort may be italicized, so they will not become discouraged with beginning routine work. There are many examples that serve to illustrate that it is continuity of effort, rather than genius, that is required to achieve success. Those who acquired the ability to do their particular job better than anyone else often worked many years to attain proficiency or to complete an outstanding accomplishment.

Pierre and Marie Curie performed 5,677 experiments in the discovery of radium. It took George Stephenson fifteen years to perfect his locomotive. Watt worked twenty years on his condensing engine. Noah Webster labored on his dictionary for thirty-six years. Harvey labored day and night for eight years on his discovery that the blood circulates before he was ready to publish his findings. Charles Goodyear endured unbelievable deprivations for eleven years in order to perfect his rubber process. Cyrus W. Field experienced one disheartening failure after another in his attempt to lay a cable across the Atlantic. But he kept on and finally succeeded. Edison told many of his interviewers that only one of his inventions came accidentally — the phonograph. Most of his inventions were the result of prodigious labor, of repeated experiments and everlasting trying. For example, Edison and his staff worked for ten years on the electric

storage battery, making more than 10,000 experiments before the results looked encouraging. [9]

By adding to the list of persons (pages 292-3) who started on the lower rungs of the clerical ladder, and by studying their progress, pupils will become aware of many desirable business traits.

The qualities, traits, and attitudes which employers look for when selecting office employees may be examined in the forms and letters reproduced in [6] *Your High School Record — Does It Count?* Here are facsimiles of forms which various firms require job applicants to fill out. In each one appear blanks calling for information about what the candidate did in school: subjects he took, clubs to which he belonged, offices he held, hobbies, etc. Next are shown sample forms showing how these firms rate their employees on the same traits which are stressed in school — punctuality, attentiveness, alertness, vocabulary, ambition, neatness, enthusiasm, voice and speech, emotional stability, and ability to get along with others.

More convincing still are forms which employers send to the principal of the school attended by the applicant, asking for ratings on personal traits, integrity, dependability, and distinctive achievement in extracurricular activities.

*Your High School Record — Does It Count?* also contains many letters, written by personnel directors describing their methods of selecting and promoting workers, which make suitable dictation material for stenography classes. They prove to an indifferent youth that the record he is making in high school will count for or against him in later years. By examining the actual rating charts and records used by well-known national firms, he will have a keener appreciation of the value that is attached to his high school record.

### *Causes of Unsatisfactory Employment*

In addition to informing young people about the qualities which have helped workers to progress, the practical teacher will make them aware of reasons for discharge. There are several studies of conditions of work that report causes of unsatisfactory employment; many of them conclude that a desirable personality ranks high in the list of qualifications sought by business and industry.

Some years ago the Carnegie Foundation reported, on the basis of their study of 10,000 men, that technical training is responsible for only 15 per cent in the success of an individual in the business world, while personal qualities are responsible for the remaining 85 per cent. [5] The Harvard Bureau of Vocational Guidance found in the study of 4,375 employees discharged by industrial organizations that personality factors are the cause of failure in 66 per cent of the cases, while lack of skill or technical knowledge is the basic reason for the discharge of only 34 per cent. [3] In a third investigation conducted by H. C. Hunt [8] to show causes of discharge and failure to achieve promotion in 76 corporations, 10 per cent of those discharged lacked the needed skills, but 90 per cent lacked the necessary personality qualifications. Only 23 per cent failed to receive promotion because of lack of essential skill, but 77 per cent failed because of lack of acceptable personality or character traits.

Commenting on these facts, practically all industrial personnel leaders agree that few people fail to merit promotion because of lack of specific skills or native intelligence. Employees fail to advance because of character traits such as laziness, tardiness, slovenliness, inability to get along with others, and lack of initiative. They are unwilling to assume responsibility, to exercise care, to co-operate, or to measure up to the requirements of business behavior. None of these qualities depends on inherent ability. All of them could be corrected if the employee tried to do so. Almost anyone can improve the personality and character traits which are his liabilities if he will make the effort to analyze his weaknesses, discover what they are, and endeavor to overcome them. But first he must be convinced that such shortcomings as poor self-control, discourtesy, dishonesty, and lack of dependability must be conquered if one is to advance to fields of wider endeavor.

Pupils should be informed concerning important problems they will encounter in occupational life. The belief that personal pecuniary advantage is the primary objective of preparing for an occupation should be tempered. Promotion to more interesting work or to more favorable working conditions may be included in the youth's plan for advancement.

Several investigations have been made of employees' desires and requirements, revealing that wage rates do not head the list. Of greater importance in workers' minds are working conditions,



intelligent supervision, recognition, appreciation, specific direction, fair play, and a sense of security.

In a study of what employees want from their jobs, *What People Want from the Boss*,\* twenty-eight items are listed and the item of pay and salary increases appear in twelfth place on the list. Topping the list is the desire to receive help and direction necessary to get results expected by management. The second requirement is the desire for encouragement to offer suggestions and to try out better methods. Third is the desire on the part of the worker to find out whether or not his work is improving. Other items of greater importance than pay, in workers' opinions, are the desire for information about plans and results affecting the individual's work, the desire for being given reasons for changes ordered in work, the wish for elimination of contradictory or conflicting orders, the desire for complete understanding of the results to be expected in a job, and the certainty of promotions going to best qualified employees.

## ASSIGNMENTS FOR PUPILS

1. What are the general provisions for each of these laws?
  - (a) Social Security — Old Age and Survivors Insurance
  - (b) Social Security — Unemployment Compensation
  - (c) Wage and Hour Laws
    - Federal
      - Fair Labor Standards Act
    - State
      - Minimum Wage Law for Women and Minors
      - Minimum Wage Law
      - Women's Eight Hour Law
      - Six Day Week Law
  - (d) State Workmen's Compensation Laws providing protection in cases of accidents and occupational diseases
  - (e) Child Labor Laws
2. What kinds of employment are included in each, and what industries and occupations are excluded?
3. What is your state unemployment compensation law?
4. Where and how may employment certificates and Social Security numbers be secured?
5. Discuss the social significance of each law.

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\* Houser, J. D. *What People Want from the Boss* McGraw-Hill Book Co., 1943

6. How do each of these laws affect clerical workers in your community?

7. What is the number of hours of work established as a ceiling and the wage floor below which wages may not be pushed as safeguarded by the Wage and Hour Act (or Fair Labor Standards Act)? How much overtime must be paid to employees who work a longer week?

8. Report on the development, present status, and forms of labor unions in your city.

9. What are the demands and policies of the organized laborers? Of the organized employers?

10. What services may you receive from your nearest office of the U.S. Employment Service?

11. From the biographies, report about some employee who was promoted because of good attitudes and about one who was discharged because of his attitudes. Justify the employer's action.

12. Among your acquaintances do you know any persons who have made outstanding progress? To what do you attribute it?

13. What biography of a great man or woman appealed to you? How did he attain his goal?

14. What qualities does an employer wish in his workers? Consider your answer from the standpoint of promptness, high quality of workmanship, enjoyment of job, and desire to learn more about the business.

15. "Routine jobs at the bottom can still be filled only too readily from the overflowing reservoir of the untrained. You are being sought for jobs on higher levels." Give an illustration.

16. Below are qualities which help one to reach the top. Give illustrations of each and add others.

- (a) willingness to learn
- (b) giving full measure of service
- (c) being progressive
- (d) keeping physically and mentally fit
- (e) being efficient, alert, and co-operative
- (f) being enthusiastic and studious

17. School is a good place in which to develop the qualities that will later be demanded in industry. Examine yourself to see if you are developing along these lines:

(a) Is your school work of such quality that it attracts the favorable attention of your teachers?

(b) On the basis of your school work could your teachers recommend you to an employer?

18. Summarize the Federal and state laws concerning collective bargaining rights of workers, unfair labor practices, hours and overtime, workmen's compensation and safety, and social security.

19. From some study concerning success or failure of workers, report on the personal traits which led to discharge or prevented promotion.

20. Observe the desirable personality traits revealed in ten persons generally regarded as possessing pleasing or outstanding personalities.

21. Report on some phase of "Why people fail to hold their jobs."

22. The following incidents \* illustrate some problems encountered in business. Discuss the employer-employee relations involved, the working conditions, and the acceptable business behavior. What would you consider the advisable solution to each problem? Cite other cases illustrating other problems of clerical work.

(a) Sam has been working one year in the accounting department of a mail-order house. A new department head, Mr. Jones, is appointed. The employees resent the new man because he is completely changing the routine of the office. Mr. Jones suggests to Sam that he change his present method of checking invoices. Sam has been checking invoices for the past year and has worked out a quick method. He ignores the suggestion of Mr. Jones. Three weeks later Mr. Jones comes through the office again and asks Sam why he is not following his suggestion. Sam tells Mr. Jones that he believes the method that he is using is better than the one Mr. Jones has suggested.

Questions for Discussion:

- (1) What is the problem encountered in this situation?
- (2) Why might it be advisable for Sam to accept Mr. Jones's suggestions?
- (3) Would it be advisable for Sam to try to influence Mr. Jones to retain the old method?
- (4) Would you advise Sam to take the problem to the president of the company?
- (5) Demonstrate your ability to show adaptability.

(b) Marge is one of a group of three stenographers working in the law office of Mr. Smith. At three o'clock, when Mr. Smith leaves, he states that he probably will not return during the rest of the day. He leaves several law reports for the stenographers to type, saying that it is absolutely necessary that he have them in the morning. When five o'clock arrives, all but Marge decide to leave and to return a half-hour early in the morning to finish the work. Marge knows that neither girl has ever arrived early, even when cases of this kind have come up before. Knowing that these reports are important to Mr. Smith, she feels the other girls should co-operate with her by remaining after five o'clock to finish the work.

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\* Adapted from Abrams, Ray. *Business Behavior*, pp. 187, 196, 237. South-Western Publishing Co., 1941.

### Questions for Discussion:

- (1) What arguments do you think Marge should use in trying to persuade the others to remain?
- (2) Should Marge try to finish her share of the work after hours if the others decide to go home?
- (3) Should Marge complete all of the reports?
- (4) If so, should she tell Mr. Smith she completed them after working hours or should she say nothing and let him think they were typed before closing time?

(c) June has been working for a year as a typist for a manufacturing company. Gradually she has been given more responsible work and she now takes as much dictation as the other stenographers. She has received no raise in pay, although the business seems to be increasing. She has been investigating the matter of salary in other businesses and has found a position that pays more than her present one. That work, however, would be with people whom she does not like so well as she does her present business associates. If she decides to accept the new job because of the larger salary, she will be in an office smaller than the one in which she now works. Furthermore, the employees in that place are not protected under the Social Security Act.

### Questions for Discussion:

- (1) What should June do?
  - (2) If she asks for a raise, should she tell her employer about the other position?
  - (3) How would you ask for a raise under circumstances such as these?
  - (4) Should the fact that there is no Social Security protection in the small office influence June's decision?
  - (5) What are the advantages of Social Security?
  - (6) Name some positions in your community which are offering the benefits of the Social Security Act.
  - (7) How could June determine which position offers the best opportunities for advancement?
23. Which of the following problems \* would you expect to find in office work at the present time?
- (a) Placement. What kind of work to enter. Which of two positions to accept. How to apply for a position. Changing positions.
  - (b) Strange atmosphere of industry. Working under pressure of time. Noise and hurry of industry. New methods of procedures. New terminology.

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\* Adapted from Brewer, John M. "Difficulties Encountered by Young People on Leaving School and Entering Industry." *Education as Guidance*, pp. 367-8. The Macmillan Co., 1932.

(c) Different people. Adjusting to both expert, inefficient, and eccentric employees. Obeying orders given by different types of people. Following directions without question, after being allowed to use initiative in school

(d) Monotony of work. Long hours. Routine and wearisome work. Performing tasks without learning the reasons for doing them. Lack of authority to make decisions. Homesickness for school.

(e) Disappointments. Hard work. Slow advancement. Receiving little praise or gratitude for work well done. Lack of freedom to take vacation when desired

(f) Physical difficulties. New muscular adjustments. Working long periods of time.

(g) Skill. Lack of facility. Production speed. Studying the job.

(h) Social and economic difficulties. Wearing suitable clothes. Handling money. Budgeting and saving earnings. Relationships with associates, employers, unions, and community and civic organizations.

(i) Understanding the purpose of industry.

(j) Morale. Attitude toward associates. Judging shop conversations. Boosting versus knocking. Loyalty

24. What are some problems which you encounter in school which may be found on a larger scale in the occupational world? How can you prepare to overcome these problems before you begin work?

25. Read excerpts from a biography that show the trials and tribulations of a young worker and how he overcame the difficulties encountered.

26. What might a person do his first week in a clerical position that would:

(a) Reveal desirable attitudes and win his supervisor's approval

(b) Reveal undesirable attitudes and make his employer disapprove of him

(c) Reveal good attitudes and make his associates like him

(d) Reveal poor attitudes and make his associates dislike him

27. In what ways will your employers in clerical work in the future be like your school instructors of the past? In what ways different? Explain.

28. Ask someone who has had office or clerical experience to tell you of mistakes he has seen persons make in dealing with their employers. Report these to the class and lead a discussion on what these persons should have done.

29. Should you be compelled to join a union to hold a position? What are the arguments presented by leading authorities on both sides of this question?

30. Discuss the following statement of Rudolph M. Severa of R. H. Macy & Company, quoted in *The Gregg Writer*, May 1943:

There is nothing like being secretary to an executive to learn how to cultivate an executive point of view. As secretary, you understudy the boss, which means that you learn the "how" and the "why" of his policies, so that, if you yourself are of executive caliber, you quickly catch on to the way things must be done. Pretty soon he relies on you more as an assistant than as a secretary, which means that you are definitely on the way up.

You see, while you may learn the principles of credit, accounting, advertising, or any other profession, in school, it takes actual working on a job to know how to apply those principles in individual cases. And that's something that can't be taught. It has to be learned by observing each case, until you develop the instinct to do it yourself. And there is nothing like a secretarial job to release the first impulses of the executive instinct.

31. Give examples of people who have used occupations in business as stepping stones to other kinds of work or have used other occupations as stepping stones to business; as, for example:

*Miss Joyce Allen* started as a stenographer in the purchasing department before being promoted to secretary to Charles Walrod, purchasing agent at the Selznick Studio in Hollywood, after which she was given the post of transportation manager and purchasing agent of that organization.

*Bernard Baruch* began work as a three-dollar-a-week Wall Street clerk and became a millionaire and adviser to President Hoover and President Roosevelt.

*George A. Blackmore*, president of Westinghouse Air Brake, was an office boy and stenographer.

*C. F. Broughton*, president of Wamsutta Mills, filled the early jobs of newsboy, bookkeeper, and shipping clerk.

*James Francis Byrnes*, who held an appointment to the United States Supreme Court before his appointment as director of the Office of Economic Stabilization, began his career as a court reporter in Spartanburg, S.C., and studied law during his leisure hours.

*William A. Carson*, president of Sunbeam Electric Mfg. Co., was a newsboy and sales clerk.

*Miss Ruth Delker*, the only woman executive of the Manufacturers Trust Company of New York, began as secretary to the manager of the auto department of a large insurance company in New York City. She later was given the task of reorganizing the office staffs and establishing central stenographic bureaus in several large insurance companies.

*George Fielding Elton* was an accountant before becoming an author and lecturer.

*Edward J. Engel*, president of the Santa Fe Railroad, began his career as a stenographer in the purchasing department of the railroad.

*Miss Ruth Hoxter* began her career as stenographer in the office of the National Association of Credit Men, was promoted to bookkeeper, then to cashier, assistant comptroller, and finally to the position of comptroller and assistant treasurer of the association.

*John Holmes*, president of Swift and Company, began as a Swift messenger boy when he was 15 years old.

*William M. Jeffers*, national rubber director, and president of the Union Pacific Railroad, was at one time clerk in the maintenance of way department of the railroad.

*Maxwell Klein*, vice-president of Jacobs Brothers, Inc., manufacturers of scales and precision instruments, started with this company as a general stenographer in the office.

*C. K. Leith*, consultant on minerals to the War Production Board, started his career by answering an advertisement for a stenographer and typist to C. R. Van Hise, world famous geologist

*Joseph A. Lyons*, who became Prime Minister of Australia and an outstanding statesman following the First World War, started as a dollar-a-week office boy

*R. G. Martin*, president of Electric Auto-Lite, includes the office boy as one of his beginning jobs.

*Floyd Odum*, head of the Defense Contracts Distribution Division of the Office of Production Management, was a berrypicker, vegetable sprayer, ditchdigger, celery tender, lumber piler, haberdasher's clerk, house-to-house canvasser, ostrich jockey, map salesman, assistant librarian, manager of dramatics and college periodicals, debater, boardinghouse entrepreneur, law clerk, utilities lawyer, first-class negotiator, amateur of investment companies, and underwriter

*John J. Raskob*, vice-president of the duPont Company, began his work with that company as a stenographer.

*Billy Rose*, who ran the Aquacade at the New York World's Fair, began work as a stenographer.

*Rudolph M. Severa*, manager of the installment sales division of R. H. Macy & Company, began as a clerk in the credit department of a bank, then served as secretary to the general manager of the Credit Bureau of New York, preliminary to becoming assistant to the general manager

*Miss Polly Street*, sales manager of William Morrow and Company, used a position as stenographer as a steppingstone to her executive posts

*Sigrid Undset* supported herself for ten years doing clerical work

*Charles E. Wilson*, president of General Electric Company, started in the electrical business as office boy at 18.

32. Dramatize the following skit and bring out the desirable attitudes which secured promotion in the business world:

### JANE EARNS PROMOTION \*

#### *Cast of Characters*

Jane Brick, a clerk at the lace counter in a department store.

Sue Brown, another clerk at the same counter.

A customer.

The personnel manager.

The stenographer for the personnel manager.

The buyer for the lace department.

#### *Scenes*

SCENE I. The lace counter in a department store, with the Personnel Manager's office at one side.

SCENE II. The Brick home, evening, a year and a half later.

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\* Adapted from a play presented at Summer Demonstration School, Columbia University, in the summer of 1933, under the direction of Mildred Lincoln, based on "The Story of Two Clerks" in *Reading and Living* by H. Irving Hancock.

SCENE III. The lace counter, following day.

SCENE IV. The lace counter, three years later.

SCENE I. The Lace Counter in a Department Store

*(Jane is dusting the shelves and arranging the stock when Sue enters.)*

SUE. You should have seen that manager glare at me just now. What time is it? I'm not very late.

JANE. It's three minutes after.

SUE. Well, what difference do three minutes make? *(Sue removes coat, begins to help Jane.)*

JANE. You know we're pretty lucky to have this job. It's a good place.

SUE. I don't think it's so much. Pretty dull, I'd say. Now if you could be manager, like that guy that sits down there doing nothing — and think of the little pay we get.

JANE. Yes, but we're just out of high school and do not have any experience. And \$10 a week is better than most girls our age get, and we can work up to a raise.

*(Customer enters. Sue, who is nearest, waits on her.)*

CUSTOMER. Can you match this sample of lace?

SUE. Sorry we haven't got it

*(Personnel Manager, unseen by the girls, appears in his office door.)*

JANE *(pulls Sue aside and whispers)*. Sue, you'll find it on third shelf down. *(Sue finds the lace and shows it to customer)*

CUSTOMER. Yes, that's it. I want five yards.

*(Sue silently measures off the amount, makes the sale, and customer leaves.)*

PERSONNEL MANAGER *(walking a few steps forward)*. Miss Brown, step into my office. *(In office)* Miss Woods, hand me Miss Brown's personnel record card, please Miss Brown, you don't know your stock very well, do you?

SUE. Well, sir, I can't remember everything at once.

PERS. MGR. *(looking at card)*. Let's see, you've been here one month, haven't you? High School graduate, a "C" average. Miss Brown, you should be able to learn those laces.

SUE. Yes, sir.

PERS. MGR. Laces may not seem important to you, but you would find them very interesting if you would learn more about them.

SUE. Yes, sir. *(Personnel Manager nods dismissal and Sue goes back to counter.)*

SUE. That manager and his laces make me tired. Who wants to know about laces! *(Picks up bolt)* What could be interesting



about that! (*Looks at watch*) Well, thank goodness it's my lunch time. Are you coming?

JANE. No, I brought my lunch. (*Takes out sandwich*)

SUE. So long. (*Goes out*)

SCENE II. *Jane's home. A year and a half later.*

(*Jane is at a desk bending over a microscope, with books and samples of lace. Sue enters.*)

SUE. Hi, Jane. Say, come on and go down to the show. There's a good one on.

JANE. Sorry, Sue, but I want to finish up this job I've started.

SUE. What on earth are you doing?

JANE. I'm testing these new laces that came in today.

SUE. Testing? What do you mean?

JANE. Why, testing the fibers. Just look at this through the mike. (*Sue looks through the microscope.*) You can tell those threads won't wear, even without a chemical test.

SUE. Huh, you're not getting paid extra for this, are you?

JANE. No. But I like to do it. It's so interesting.

SUE. Catch me working nights. They don't pay us enough for the day. Say, how much did they raise you this last time?

JANE. \$3. That makes \$20 a week now, since our third raise.

SUE. Well, good night! That shows favoritism all right. I only got a dollar raise each time, making only \$13 now. You sure must have made a hit with the boss. Some folks get all the breaks. Well, I guess I'll go along or I'll be late for the show.

JANE. Well, so long, Sue. Drop in some evening, and I'll show you some things with this microscope. It's a peach, and interesting, too.

SUE. Oh, yeah? (*Goes out*)

SCENE III. *At the lace counter in the store, the following day. (Jane and Sue are at the counter, Jane rearranging the stock, Sue leaning against the counter.)*

SUE. There's the buyer. You said you wanted to see him.

JANE (*looking up*). Oh yes, Mr. Jones, about the laces they sent us yesterday. I tested them last night, and these three samples are very poor. The threads used are inferior, and will never wash well.

(*Personnel Manager quietly appears in the door of his office.*)

BUYER. Listen here, Jane, I tell you people what to buy in this department, and you mind your own business, sec. I know good laces, and these are all right. (*Buyer goes out. Personnel Manager walks in.*)

PERS. MGR. Jane, will you step into my office a moment? (*They go*

into his office.) Be seated. Miss Woods, Jane's personnel record, please. (To Jane) What's this I heard you say about testing laces? What kind of a test did you make?

JANE. I examined the samples under the microscope, and then made some chemical tests.

PERS. MGR. How did you learn how to test laces? You had no chemistry in High School, I see by your card.

JANE. You see, sir, I read a pamphlet that came in an order of laces when I first came here, and it was very interesting, so I wanted to learn some more about it. I read a history of laces from the library, and several books about the different kinds of laces, and in what countries they are made. Then I studied our laces, that is, under a microscope, and took an evening course in chemistry up at the High School. The teacher there showed me how to make chemical tests of the fibers. That's how I know the laces we received yesterday are inferior. The company we used to buy from was more reliable and had better laces.

PERS. MGR. Oh, you know the companies, too.

JANE. Well, in learning about the thousands of different kinds of laces, I've had to learn about the different manufacturers.

PERS. MGR. This buyer is leaving us on Saturday. Do you think you could handle that job?

JANE. I'd like to try, sir.

PERS. MGR. Very well then. Beginning next week your salary will be increased 50% and if you prove able to handle the job after next month you will also have the usual commission. Miss Woods, will you please make that notation for the accounting department, and enter it on Jane's card? Jane, I am pleased to think that you have had the initiative and enterprise to conduct this study of the article you are selling. Have you seen this Schedule of Clerical Job Classifications which to office workers pictures the promotional steps ahead? And this is the Rating Scale which is the basis of measurement by which we judge the fitness for progress. (Points to the following).

#### CLERICAL JOB CLASSIFICATIONS \*

- B. Simple operations that require the use of a few definite rules. It includes office boys, messenger service, and other simple clerical jobs where only a regular and definite change is made in the work and does not include jobs where a large variety of rules must be understood and applied. Includes doing the work, checking the work, responsibility for a small unit of work or doing the work without a subsequent check.
- BB. Supervision of B. work in small groups in addition to sharing in the routine duties.

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\* Used by Personnel Department, The Northwestern Mutual Life Insurance Co., Milwaukee, Wis.

- C. Operations that require the following of a large number of rules, which are, however, very definite and specific.
  - 1. Doing the work.
  - 2. Checking the work, responsibility for small unit of same, or doing above work without subsequent check.
  - 3. Working on cases where the selection of rules which apply depends upon the complete picture of a situation. This may include correspondence where there is latitude in wording but not in action.
- D. Supervision of A or B. in large groups, and C. work, or S<sub>2</sub> or S<sub>3</sub> work in small groups.
- E. Operations that involve complete and intensive knowledge of a restricted field, and the taking of action on cases not definitely covered previously; or the making of other than simple calculations.
  - 1. Doing the work.
  - 2. Checking the work, handling of papers where question has arisen or adjustment of difficulties is necessary, making of special calculations or performing the more complex E-1 operations.
- F. Complete charge of a small unit of work in Class E or a large unit of lower grade work, or assisting in supervision under H. of E. grade work or lower.
- G. Operations requiring knowledge of the general principles of the business. Clerk has at command and applies general rules or principles to cases not previously covered, or uses information which can be acquired only outside the Company, or from persons who, through long experience with the Company, have acquired and are exercising such general knowledge.
  - 1. Doing the work.
  - 2. Same as 1, only handles more complicated cases.
- H. Supervision of any G. work or a large unit of lower work.
- I. Supervision over H. work or doing highly technical work.

#### TYPISTS, STENOGRAPHERS, AND SECRETARIES

- S<sub>2</sub>. Typists.
- S<sub>3</sub>. Stenographers, Ediphone operators.
- S<sub>4</sub>. Stenographers or Ediphone operators doing minor secretarial duties.
- S<sub>5</sub>. Secretaries to Junior Officers.
- S<sub>6</sub>. Secretaries to Executive Officers.

#### KEY TO RATING SCALE \*

- 1. *Personal Impression* — How do his appearance and manner affect others? Consider his success in winning confidence through his appearance and manner.
  - (a) — Unusually favorable
  - (b) — Favorable
  - (c) — Accepted
  - (d) — Avoided
- 2. *Knowledge of Job* — Rating in this case necessarily will be tempered by the individual's length of service, length of time on the job, training, etc.
  - (e) — Has broad and thorough knowledge of the work in his division.

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\* Used by Personnel Department, The Northwestern Mutual Life Insurance Co., Milwaukee, Wis.

- (f) — Has good knowledge and understanding of his own and related jobs.
- (g) — Understands his own job
- (h) — Has limited knowledge of his job
- 3. *Capacity and Adaptability* — Ability to assume more responsibility, ease in grasping explanations, speed and success in mastering new routines, and ability to retain such knowledge.
  - (i) — Requires practically no teaching, very quick to grasp new ideas, constructive, anxious and able to assume responsibility.
  - (j) — Learns rapidly, retains instructions, reasonably resourceful, accepts responsibility.
  - (k) — Normal instruction required, fairly progressive.
  - (l) — Requires great deal of instruction, routine worker.
  - (m) — Has approximately reached the limit of his capacity, very slow to absorb, efficiency decreasing.
- 4. *Co-operativeness* — Helpfulness, willingness to work with and for others.
  - (n) — Goes out of his way to co-operate.
  - (o) — Complies willingly with requests of supervisor and fits easily into his group.
  - (p) — Reluctant to co-operate with others or is a solo performer.
  - (q) — Causes friction
- 5. *Dependableness* — Consider whether he will do what you expect him to do and do it conscientiously and thoroughly.
  - (r) — Very reliable
  - (s) — Interested in his job, needs little supervision.
  - (t) — Fairly reliable.
  - (u) — Wastes time or cannot be relied on.
- 6. *Effectiveness on the Job* — Consider accuracy, amount accomplished, neatness, and general effectiveness.
  - (v) — Accomplishes a large amount of work, of highest quality; or is highly effective on the job.
  - (w) — Accomplishes better than normal amount of work of high quality and occasionally shows greater effectiveness than this.
  - (x) — Completes assignments in reasonable time with normal accuracy.
  - (y) — Effectiveness below normal, due to low output, frequent errors, or other causes
  - (z) — Effectiveness poor.

SCENE IV. *The lace counter. Five years later.*

(*Sue is at the counter. Jane enters.*)

JANE. Hello, Sue

SUE. Well, well, you back again? I supposed you'd stay in New York and enjoy life after becoming chief buyer. You lucky bird! Swell trips, expenses paid, not a care in the world!

JANE. Well, it's not quite that way. There were some long hot days going over laces in those wholesale houses. How are things going here?

SUE (*confidentially*). Say, Jane, maybe you can do me a big favor. I've been discharged. The manager told me I'd be through here Saturday. He said a girl who had been here so long and was worth

only \$15 a week wasn't worth keeping. I suppose you've had another raise. How much do you get now?

JANE. I'm getting \$4000 a year now, and travelling expenses.

SUE. Favoritism!

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# GROOMING BUSINESS PUPILS FOR JOBS

BUSINESS education aims to provide pupils with adequate training to meet the demands of occupational requirements and aids them in the acquisition of business attitudes essential to success in business occupations. These aims are brought to a focus in helping pupils find suitable jobs in harmony with their abilities and interests. As the Occupational Adjustment Study concluded \*:

The very first job secured by the youth after leaving school is an important one for him. It introduces him to his first full-time knowledge of the working world. It provides an opportunity for the youth to fit himself into work that he can do and in which he is interested. For the more capable youth, it may lead to advancement. It may give the youth a feeling of success, of "belonging," of independence and responsibility, or it may create within him the feelings of despondence and frustration. It would seem that if the school is to do anything at all about occupational adjustment, it should make a serious effort to bridge the gap between school-leaving and eventual occupational adjustment by doing all that it can to see to it that the first jobs which youth enter are reasonably in harmony with their abilities and interests.

Grooming pupils for jobs is part of the aim of advisers and teachers whose concern it is to help inquirers intelligently plan their training and their later occupational advancement. To forge ahead in a field of activity presupposes capacity to become proficient in the work to be done and to find in it a certain zest. Those who counsel will make every effort to (1) assist youth to appraise his strong and weak points, (2) offer instruction in methods of seeking employment, and (3) give individual assistance in securing tryout experiences and an occupational foothold in a swiftly changing world.

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\* Landy, Edward. *Occupational Adjustment and the School*, p. 55. Bulletin of the National Association of Secondary-School Principals, Number 93, November 1940.





## XIX

### Helping the Business Pupil to Inventory His Assets and Liabilities

IN making wise vocational plans one should take into account his likes and dislikes, mental and physical capacity, economic assets, family background, and work habits. The teacher of business subjects can help pupils to "know themselves" by making effective use of personal data, inventories, tests, and other measuring instruments in the accumulation of information about the pupil.

The American Council on Education strongly advocates the use of cumulative records \*:

Moreover, beginning at about the seventh grade and continuing as long as he remains in school, every pupil needs some individual advice in regard to his future occupation and to desirable courses of study as preparation. Cumulative records of the student's work and characteristics should be started in the early grades and should be maintained throughout the school career as a basis for further guidance. Full-time counselors are to be found at present in fewer than six percent of all secondary schools; the number should be increased in larger schools as rapidly as possible, and similar part-time service should be provided in smaller schools. Small high schools are necessarily at a disadvantage, but should give all possible emphasis to guidance activities, and should seek to improve the qualifications of their personnel for such service.

These data will aid both the pupil and the teacher. They will aid the pupil to take inventory of his assets and liabilities and to chart his future educational and vocational course. They will aid the pupil by preparing him for the employment tests and inventories which many business firms administer to applicants for positions. They will aid the teacher to appraise the pupil's strengths and weaknesses. They will furnish the teacher with a basis for conferences with the counselee.

An individual folder for each student containing his test papers, progress charts, and personal data will assist the teacher in making an appraisal of the assets and liabilities of the individual with

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\* *Youth and the Future — The General Report of the American Youth Commission*, pp. 136-7. American Council on Education, 1942.

regard to intelligence, capacities, deficiencies, interests, health, character traits, and social characteristics. These data, when compared with the educational and occupational opportunities available in the locality, suggest further courses or units of study, give cumulatively a picture of the individual's growth, help to assess the pupil's vocational assets and potentialities, furnish good orientation for an interview, and serve as a guide for referral to job openings which may lead to satisfactory fields of employment.

### *Cumulative Record Folder*

The cumulative record folder which presents a clear, concise, and useful picture of the pupil will contain these data:

1. Personal data
2. Data on social, physical, and economic status
3. Marks in school subjects
4. Scores on tests of mental ability
5. Other test scores and test papers
6. Record of participation in extracurricular activities
7. Vocational plan and ambitions
8. College or advanced education plan
9. Some indication of reading interests
10. Scores on tests of vocational proficiency
11. Rank in class according to average of marks in school subjects and rank according to average of two or more tests of mental ability
12. Anecdotal records
13. Interest inventories or check lists
14. Choices of vocational conferences for each year
15. Choices of hobby groups for each year
16. Autobiographies
17. Reports of work experiences
18. Information about preferences regarding employment

If this folder contains the typewritten comments on business, vocational, and leisure-time books read and abstracted during the typewriting class period, the teacher will have additional aids to analyze the strengths and needs of individual pupils, to suggest new possibilities for growth, and to stimulate them to work toward new goals. Following are some detailed suggestions.

### *Contents of Cumulative Record Folder*

*Personal Data.* A personal data record, filled out by pupils each year and added to the cumulative record folders, presents

considerable useful information. The following form may be mimeographed and filled in during a very short homeroom or assembly period:

# PERSONAL DATA

Date \_\_\_\_\_

Name \_\_\_\_\_ Address \_\_\_\_\_

Distance from school \_\_\_\_\_

Parents' Names \_\_\_\_\_ Telephone \_\_\_\_\_

Date of birth \_\_\_\_\_ Place of birth \_\_\_\_\_

How do you get to school? Bus \_\_\_\_\_ bicycle \_\_\_\_\_ walk \_\_\_\_\_ private car \_\_\_\_\_

How long have you lived at your present address? \_\_\_\_\_

Where did you live before? \_\_\_\_\_ For how long? \_\_\_\_\_

Number \_\_\_\_\_ Occupation \_\_\_\_\_

Number and occupations of members in your family: Brothers older? \_\_\_\_\_

Brothers younger? \_\_\_\_\_

Sisters older? \_\_\_\_\_

Sisters younger? \_\_\_\_\_

Father's occupation \_\_\_\_\_ Mother's occupation \_\_\_\_\_

Immediate members of your family in the Armed Forces \_\_\_\_\_

Do you find school work difficult? \_\_\_\_\_

What subject do you like best? \_\_\_\_\_ Least? \_\_\_\_\_

What subject do you find most difficult? \_\_\_\_\_ Easiest? \_\_\_\_\_

Grade repeated? \_\_\_\_\_ For what subjects in H S. have you received no credit? \_\_\_\_\_

Where do you usually read or study at home? \_\_\_\_\_

How many hours a day do you usually read or study at home? \_\_\_\_\_

Do you have a public library card and take out books? \_\_\_\_\_ How often? \_\_\_\_\_

Name two books that you have read recently that you liked. \_\_\_\_\_

What magazines come to your home? \_\_\_\_\_

Which one do you read the most? \_\_\_\_\_

What newspapers come to your home? \_\_\_\_\_

Which parts of the newspaper do you read? \_\_\_\_\_

How many hours of the twenty-four do you usually sleep? \_\_\_\_\_

Do you have good health? \_\_\_\_\_ Do you wear glasses? \_\_\_\_\_

What are your chief recreations? \_\_\_\_\_

In what school activities do you participate? \_\_\_\_\_

In what outside activities in school, church, club, or social organization do you take part? \_\_\_\_\_

What do you like best to do there? \_\_\_\_\_

What leisure-time interest do you have that you think would enhance your value as an employee in the kind of work you hope to do? \_\_\_\_\_

Do you work outside of school hours? \_\_\_\_\_ Regular job? \_\_\_\_\_ Work at home? \_\_\_\_\_

If so, what part of the work do you like best? \_\_\_\_\_ Least? \_\_\_\_\_

What other work experience have you had? \_\_\_\_\_

In what vocations are you interested? \_\_\_\_\_

Do you plan to go to college? \_\_\_\_\_

If you plan to earn your expenses at college or other school of training beyond high school, what work do you hope to do? \_\_\_\_\_

What work would you like to do best ten years from now? \_\_\_\_\_

Do you enjoy school? \_\_\_\_\_ What about it do you enjoy most? \_\_\_\_\_

What about it do you think could be improved? \_\_\_\_\_

Additional comments or information \_\_\_\_\_

What are you doing to assist the war effort? \_\_\_\_\_

*Anecdotal Records.* Reports made by faculty members of incidents which have a bearing on occupational plans also aid an adviser. For example, a boy who had for three successive years listed "news photographer" as his choice of occupation was asked to take a photograph of an exhibit in the classroom. His failure to produce a clear picture, after several attempts, was regarded as having occupational significance.

These may be filed in the cumulative record folder and referred to before the individual conference. Provision for these anecdotal records may be made on the following forms:

#### ANECDOTAL RECORD

*(Description of an episode, occurrence, or observed behavior)*

**DIRECTIONS FOR THE TEACHER OR COUNSELOR:** If in your observation of high school pupils, you note an episode or occurrence which may have implications for their future vocational plans, the educational preparation for future work, or their occupational adjustment, please fill out this blank for addition to the cumulative record folder. Anecdotes should be specific and descriptive rather than general or philosophical. Use descriptive terms.

Please indicate whether the incident or episode is, in your opinion, typical of this student or one which indicates some variation from his usual behavior or attitude.

Name of student	Grade	Date

or I believe this is typical of this student \_\_\_\_\_  
 or I believe this is unusual or a deviation from his customary behavior  
 or attitude \_\_\_\_\_

Signature of teacher \_\_\_\_\_

#### EPISODE *(written by teacher or counselor)*

Carol Mac Hanson has indicated an interest in occupational therapy on her personal data sheet. The following reaction, written as a personal conclusion to her study of a vocation, explains her change of vocational interest.

It was earlier in the year that I chanced upon the book *Betty Blake, O. T.* I read through that rosy-colored story of an occupational therapist, and it appealed to me very strongly. The book played up the psychological angle of the work, and psychology has always fascinated me. But since I began a more intensive research on the subject, and have received a fuller view of the work, I have my doubts about going into occupational therapy. Science, in my estimation a dry and uninteresting subject, plays too important a role in the work, and I feel that it would be a serious mistake if I were to try to "exist" through first the training and then the practical experience of occupational therapy work.

*Vocational Life History or Autobiography.* An autobiography, if written honestly, yields information to supplement and complement other vocational interest data.

If pupils in typewriting classes prepare an autobiography in their English classes, they may be given credit for typing them. Otherwise, they may be asked to compose at the typewriter, or type from notes, a vocational life history.

Two or three weeks in advance, a pupil may be asked to think about the things he liked to do from early childhood and to have friends and members of his family help him to recall his dominant interests at various stages in his life. It should be made clear to the pupil that the purpose is to discover in his life history any clues to the kind of vocation and avocation in which he would be most efficient and happy. He may be asked to organize his material in sequence in three periods. grade school years, high school years, and his hopes for future years.

#### SUGGESTED OUTLINE FOR VOCATIONAL LIFE HISTORY

	<i>Grade School Years</i>	<i>High School Years</i>	<i>Hopes for Future Years</i>
Games I liked best			
Hobbies and leisure interests I liked best			
Kinds of people I liked to be with			
Kinds of people I admired			
Experiences which marked turning points in my vocational life history			
Kinds of work I liked best			
School subjects I liked best			
Occupations for which I wished to pre- pare			

Some autobiographies will be rich in clues that will give a discerning adviser insight into the pupil's vocational interests. They will also throw additional light on the reactions of the pupil and enable the teacher to understand him better. Biographies possess many limitations, however, and the user should proceed with caution and not place more reliance than is justified on interests revealed. When in doubt, no harm will be done in encouraging a pupil to study the requirements of the occupa-

tions to which his vocational interests point and to compare their individual demands with his capacities as far as they can be determined.

*Reports of Work Experiences.* Another useful personal report may be obtained by giving each advanced stenography and typing student a National Clerical Ability Rating Sheet and asking him to give it to someone for whom he has worked during the past semester, who will check his various qualities. As each pupil has been assigned to a faculty member for some clerical and typing work, the pupil may ask for this report from him. The following explanation may be given to the faculty:

Your student typist may bring you a copy of the Personality Rating Schedule which is included in the National Clerical Ability tests and ask you to check it. It will be appreciated if you will do so and return the rating to me for confidential use in counseling.

The reason the form is given to the student to distribute is that he is asked to rate himself before giving it to someone for whom he has worked, and it is hoped that this self-analysis will stimulate the pupil to efforts in the direction of self-improvement. Finding it necessary to rate himself on these qualities and realizing that you will rate him on the basis of his semester's work with you, he may be brought face to face with his weaknesses with the result that he may take immediate steps to reduce them.

Your ratings will be used, not to discourage or dishearten pupils, not to flatter them unduly, but to help pupils analyze their strengths and weaknesses and become aware of their capacities and limitations in the qualifications required of clerical workers.

It is thought that the qualifications will be brought home more forcibly if the pupil requests the rating, and it is hoped that your evaluation of his clerical assistance can be used to stimulate him to take steps necessary for self-improvement.

Other reports of work experiences are discussed in the chapter on tryout, pages 385-386.

*College or Advanced Education Plan.* A record of the pupil's plan for further schooling is helpful. The form on page 309 may be filled out during a homeroom or assembly period, preferably about the middle of the year and following the "College Day" program. The information will assist in marshaling facts concerning the pupil's vocational and educational plans, whether in confirming plans already made or in formulating new ones. It will furnish a comparison with the personal data sheet filled out at the be-

ginning of the year. It will provide available data from which the counselor may select in advance a few leading items for use in the interview, both in opening the conversation and in focusing it upon the pupil's most urgent problems.

### INQUIRY CONCERNING COLLEGE PLAN

1. Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_
2. How old will you be when you graduate? Years \_\_\_\_\_ Months \_\_\_\_\_  
Telephone \_\_\_\_\_
3. Home address \_\_\_\_\_ Number \_\_\_\_\_
4. Parents' names \_\_\_\_\_
5. Father's occupation \_\_\_\_\_ Mother's occupation \_\_\_\_\_
6. Father's business address \_\_\_\_\_
7. Church membership \_\_\_\_\_ or preference \_\_\_\_\_
8. Do you plan to go to college? After graduation \_\_\_\_\_ Later \_\_\_\_\_
9. What type of college, school, or university do you plan to attend. State university \_\_\_\_\_, privately endowed university \_\_\_\_\_, large college \_\_\_\_\_, small college \_\_\_\_\_, junior college \_\_\_\_\_, woman's college \_\_\_\_\_, men's college \_\_\_\_\_, co-educational \_\_\_\_\_, business college \_\_\_\_\_.
10. Geographic locality preferred \_\_\_\_\_
11. Specific institutions under consideration \_\_\_\_\_
12. Special reasons for desiring to enter these schools \_\_\_\_\_
13. In what fields of study will you be interested? Agriculture \_\_\_\_\_, Art \_\_\_\_\_, Commerce & Bus. Admin. \_\_\_\_\_, Dentistry \_\_\_\_\_, Engineering \_\_\_\_\_, Home Economics \_\_\_\_\_, Journalism \_\_\_\_\_, Law \_\_\_\_\_, Liberal Arts \_\_\_\_\_, Medicine \_\_\_\_\_, Music \_\_\_\_\_, Nursing \_\_\_\_\_, Physical Education \_\_\_\_\_, Secretarial work \_\_\_\_\_, Speech and Dramatics \_\_\_\_\_, Teacher Training \_\_\_\_\_, others \_\_\_\_\_
14. Check activities in which you have participated Football \_\_\_\_\_, Basketball \_\_\_\_\_, Track \_\_\_\_\_, Tennis \_\_\_\_\_, Golf \_\_\_\_\_, Band \_\_\_\_\_, Orchestra \_\_\_\_\_, Glee Club \_\_\_\_\_, A Cappella Choir \_\_\_\_\_, School Paper \_\_\_\_\_, Dramatics \_\_\_\_\_, Yearbook \_\_\_\_\_, Debate \_\_\_\_\_, Forensics \_\_\_\_\_, G A A. \_\_\_\_\_, Student Council \_\_\_\_\_, others \_\_\_\_\_
15. In what hobby clubs have you participated? \_\_\_\_\_
16. What offices in student organizations have you held? (Class officer, captain of athletic team, etc.) \_\_\_\_\_  
\_\_\_\_\_
17. If you go to college, do you plan to earn your expenses? \_\_\_\_\_ Part \_\_\_\_\_, All \_\_\_\_\_, None \_\_\_\_\_
18. If so, what work do you hope to do to earn expenses?
19. If you wish to be recommended for a scholarship or student aid, what do you consider your "strong points"?
20. On reverse side of page, please write an account of:
  - (a) The things you have accomplished that have given you the greatest satisfaction
  - (b) Your purpose in selecting \_\_\_\_\_ as a career
  - (c) Your plans and aspirations for the future
21. Further comments or information

The following information, given at the time of a test of mental ability, may be duplicated for the individual folders.

Pupils are in a serious mood when they fill out the form, and the information is useful to note the progress of vocational plans.

This form for seniors <b>COOPERATIVE PROGRAM INFORMATION BLANK—1942-43</b> Wisconsin Secondary Schools and Institutions of Higher Learning			h e. Percentile
My name is _____ (Please print)      Last name      First name      Middle name			
Home address _____ Number and street      City			Boy <input type="checkbox"/> Girl <input type="checkbox"/> (Check One)
High School: _____ Date of birth: _____			
Do you expect to attend college? Yes <input type="checkbox"/> No <input type="checkbox"/> When? Year of 1943-44 <input type="checkbox"/> Later <input type="checkbox"/> (Check one)      (Check one)			
What institution do you definitely plan to enter? _____ (Give name of teachers college, county normal, private college, university, or business college.)			
If undecided, list institutions which } _____ you are considering attending.			
What vocation or profession do you plan } _____ to pursue so far as you know now?			
Occupation of parent _____			Score
Countries of ancestry } _____ (i e., foreign extraction)      Father _____ Mother _____ (e g., English, French, German, Italian, Jewish, Swedish, Negro, etc.)			
Number of children } _____ in your family      Older than you ____ Younger ____ Total ____			

*Tests and Other Measuring Instruments.* There are three distinct ways in which the results of tests may be used in enhancing service to students:

- (1) In selecting students likely to profit by the instruction
- (2) In measuring objectively progress in the acquisition of skills
- (3) In determining the final level of skill as a basis for placement

Many pitfalls have been encountered in trying to use vocational aptitude tests as scientific devices for selecting students. The reliability of the tests is extremely low. The validity of most of them is in question, one obstacle to the establishment of validity being that there are few acceptable criteria of success in occupations with which to compare standings on the tests. A thorough discussion of the use of tests may be found in *Aptitudes and Aptitude Testing* by Walter V. Bingham, in which he gives this warning \*:

Vividly aware of inadequacies in many widely heralded tests, and realizing the pitfalls into which it is all too easy to stumble when

\* Bingham, Walter V. *Aptitudes and Aptitude Testing*, p. 210. New York City: Harper and Brothers, 1937.



giving them and when weighing the significance of the individual scores, the practical psychologist is reluctant to commit himself as advocating any tests whatever, with the possible exception of some paper-and-pencil examinations such as the more searching standardized tests of school achievement and of academic aptitude.

Even were tests developed to a point where they could supply valid and reliable information, it must be recognized that some factors of great importance, such as industriousness, persistence, effort, drive, co-operation, and degree of motivation are not susceptible to measurement by tests. There is agreement also that interest, personality traits, and work habits are important factors in achieving vocational success. Consequently, each test score or observation must be considered as representing only one small part of the individual's total aptitudes, accomplishments, or personality traits and must not be regarded as a final appraisal. One must constantly look for supplementary evidence to use with the test data.

Even if vocational aptitude tests were technically perfect, they would not play so large a role in vocational guidance as many people believe, for investigations have shown that what makes workers unsatisfactory in employment is not ineptitude or incompetency, but in from 60% to 95% of the cases studied, failure to make temperamental adjustments and to work harmoniously with others.

Realizing these limitations, the teacher of business subjects may be interested in tests which have been found most useful by three agencies: The Vocational Service for Juniors, New York City; The Psychological Corporation, New York City; and the Horace Mann School, Teachers College, Columbia University. The list of tests and inventories used in the Vocational Service for Juniors may be found in *Counseling Young Workers* \*; those found most useful in The Psychological Corporation are listed in their leaflet, "Suggested Aids for High School Guidance Programs" †; and those used in the Horace Mann School are discussed in *Records, Reports, and Illustrative Case Studies*.‡

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\* Culbert, Jane F., and Smith, Helen R. *Counseling Young Workers*. New York City: Vocational Service for Juniors, 1939.

† Bennett, George K. *Suggested Aids for High School Guidance Programs*. New York City: The Psychological Corporation, 1937.

‡ *Records, Reports, and Illustrative Case Studies—Individual Development and Guidance*. Summer Demonstration School, Teachers College, Columbia University, New York City, 1936.

Clerical, mental ability, reading, vocabulary, and achievement tests may be administered as parts of the six-week or semester examinations. Interest and personality inventories may be given only to volunteers; students may be invited to examine several forms and select the ones they would like to fill out.

Papers may be scored in terms of the norms given in the manuals of directions accompanying the tests and placed in the folders for later analysis of individual items. A group profile chart gives the teacher the relative position of each person's score in relation to those of other members of his group.

Specimen sets of most tests may be purchased for 25¢ each and quantity orders of any or all tests may be purchased at list price plus transportation from The Psychological Corporation, 522 Fifth Avenue, New York City, or from the individual publishers.

A list of tests in common use and a valuable list of reference books may be consulted in *Minimum Essentials of the Individual Inventory in Guidance*.\*

(a) *Tests of General Intelligence*. Although a score made on an intelligence test does not point to any specific occupation which the individual should enter, it is a partial index of the intellectual achievement that may be expected of an individual and of the highest grade in school that he is likely to reach. Furthermore, an individual whose intelligence is considerably below the median should not be encouraged to consider an occupation requiring a college education, as considerable data exist indicating that he probably would not be able to do college work successfully. The following tests are recommended:

#### Otis Quick-Scoring Mental Ability Tests

Gamma Test for grades 9-16. Revision of the Otis Self-Administering Test. Items of vocabulary, opposites, analogies, mixed sentences, reasoning, and proverbs reoccure at different levels of difficulty.

#### Terman Group Test of Mental Ability

Contains ten subtests: general information, best answers, word meaning, logical selection, arithmetic, sentence meaning, analogies, mixed sentences, classification, and number series. This test enables the teacher to analyze the pupil's strong and weak points and to determine where remedial procedures are needed.

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\* Ruch, Giles M., and Segel, David. *Minimum Essentials of the Individual Inventory in Guidance*. Washington, D.C.: Occupational Information and Guidance Service, U.S. Office of Education, 1940. 15¢

### Henmon-Nelson Test of Mental Ability

A four-page test of 90 items which takes thirty minutes to administer to the group. Easy to score.

### American Council on Education Psychological Examination for High School

Composed of four parts involving English completion, arithmetic reasoning, analogies, and opposites. Requires one hour to administer.

(b) *Clerical, Vocabulary, Filing Tests.* There are several tests designed to measure skills required of office workers:

#### The Chicago Test of Clerical Promise. Science Research Associates

Designed to measure the following skills which constitute key demands for clerical workers' accuracy in spelling, simple arithmetic, memory for oral instructions, checking names and numbers, vocabulary usage, arithmetic reasoning, and accuracy in copying.

#### Detroit Clerical Aptitude Examination

Tests speed and accuracy in copying, coding, comparing, computing, assembling, checking, verifying, and general information.

#### Fundamentals Test of the National Clerical Ability Tests

Prepared annually under the auspices of the Joint Committee on Testing Representing National Office Management Association and National Council of Business Education. This test is designed to measure command of certain fundamentals, such as correct spelling, proper use of words, use of good grammar, solving simple arithmetic problems, and business information.

#### Minnesota Vocational Test for Clerical Workers

Number comparison and name comparison

#### O'Rourke Clerical Aptitude Test

Tests alphabetizing, simple computing, classifying, comparing names and addresses, arithmetic calculating, and filing

#### Thurstone Employment Test in Clerical Work

Good to check efficiency in alphabetizing, spelling, checking, classifying, matching, coding, and following directions.

#### Scott Company File Clerk's Test

Fifteen minute test of six subtests: number checking, name checking, alphabetic filing, numerical filing, topical filing, and paragraph comprehension.

#### Barrett-Ryan-Schemmel English Test

Recommended for a stenography class. Tests grammatical forms, diction, punctuation, and sentence structure

#### O'Rourke Vocabulary Test

#### DeMay-McCall Rapid Survey Test in Fractions

(c) *Inventories of Interests.* Counselors who fill out forms such as the following go through a healthy exercise of introspection regarding interests that should be taken into account in making plans for the future. These inventories establish rapport, reveal fields of interest, provide direction for the vocational interview, and disclose the need for further exploratory activities.

Preference Record. G. Frederic Kuder. (Revised) 1943.

The respondent expresses his preference for one member of each of 330 pairs of activities. His choices are then scored on seven scales: scientific, computational, musical, artistic, literary, social service, and persuasive. These scores may then be converted into a profile indicating relative interest in each category.

Specific Interest Inventory. Brainard-Stewart.

Form B for boys, G for girls. Calls for an estimate of the degree of enjoyment found in each of many specific activities grouped under twenty headings. Considered an aid in sharpening a pupil's thinking about his trends of interest and in furnishing points of discussion in the vocational interview.

Vocational Interest Inventory. Cleeton. (Revised) 1943.

600 items aimed to reveal interests similar to those of people in nine occupations.

Interest Questionnaire for High School Students (Boys). Garretson and Symonds.

234 items toward which the pupil indicates his interest, indifference, or dislike; scored so as to indicate the resemblance between a boy's interests and those of students in academic, technical, and commercial high schools. Designed for use in Junior High School.

Occupational Interest Blank for Women over 16. Manson.

Scoring scales are made out for ten occupations: teaching, higher clerical, secretary, stenographer, office manager, office clerk, bookkeeper, retail saleswoman, sales proprietor, and trained nurse.

Aid to the Vocational Interview. P. S. Achilles.

Designed to draw out expressions of both vocational and avocational preferences of adults. A convenient blank which is not so pretentious as a test and doesn't purport to have any scientific scoring in order to be an aid to an interview.

Check List for Self-Guidance in Choosing an Occupation. Robert Hoppock.

Series of 156 questions designed to induce the respondent to analyze jobs and himself.

A Check List of Occupations. Margaret Hoppock.

An alphabetical list of 668 job titles for the respondent to check preferred occupations, double-check the five most liked, and cross out those disliked.

### Vocational Interest Blank for Men. E. K. Strong, Jr.

8 page leaflet listing 420 items covering occupations, amusements, school subjects, activities, peculiarities of people, and estimates of present abilities and characteristics. The individual indicates whether he likes, is indifferent to, or dislikes each item. Scoring is complicated and expensive. Requires one hour to score one blank.

### Vocational Interest Blank for Women. E. K. Strong, Jr.

Like the blank for men, the purpose is to ascertain the extent to which a woman's interests resemble the interests of women who are representative of various occupational and professional groups

(d) *Personality Inventories.* The teacher will readily recognize that in planning one's occupational life, personality traits should be considered. Much effort has been expended in the development of tests and other inventories which might measure these factors. The story of their development is intricate. However, inasmuch as psychologists are not willing to assert that there are unitary traits such as industriousness, perseverance, etc., naturally a test would not be expected to measure them. The teacher of business subjects would be on firmer ground if he would undertake a program to help each individual to *acquire* personality traits that are useful in business vocations.

In view of the current publicity given to psychological tests, certain business education teachers may be tempted to use them. Their use, however, is fraught with many technical complications. Even when administered by a professional psychologist they rarely play a decisive part in planning for a career. The task of vocational guidance involves thorough inventory of the individual from the physical, social, and economic as well as the psychological point of view. It also involves a thorough acquaintance with occupational literature and occupational conditions. To assist the individual in marshalling facts, weighing them, and arriving at a decision for which the individual must himself take responsibility, the following may be occasionally used by a teacher of business subjects:

### Adjustment Inventory. Hugh M. Bell.

Contains 140 questions dealing with behavior in home, health, social, and emotional adjustments. Takes 40 minutes to administer. Sometimes useful to indicate students who require advice.

### Adjustment Questionnaire. P. M. Symonds.

Designed to measure adjustment of school pupils to curriculum, social life, administration, teachers, pupils, home life, and personal affairs.

Personality Inventory. R. G. Bernreuter.

125 questions regarding an individual's customary behavior designed to measure the degree of four personality traits. extroversion, nervous stability, self-sufficiency, social dominance, self-confidence, and sociability. Requires one hour to score.

(e) *Social Usage Tests*. A full discussion on social competence is contained in *Social Competence and College Students* by Esther Lloyd-Jones, published by the American Council on Education, 1940. Some group tests which are good for introducing discussion on business etiquette are the following:

A Test on Social Use. Stevenson and Millet.

Good for introducing discussion on etiquette. True-false questions covering living with others, meeting people, pen in hand, accepting with pleasure, when mealtime comes, dating, dancing, invited out, in the public eye, going places, staying a while, and as others see you.

A Test of Knowledge of Social Usage. Strang, Brown, and Stratton.

Tests approved rules of courtesy in table manners, good taste in dress and appearance, manners for guest and host, good form in walking with people, respect and consideration for others, good form in talking with and meeting people, behavior in a group, respect for property, good manners at performances and games

(f) *Personality Rating Scale*. Two personality rating scales are the Hughes Graphic Rating Scale and the Personality Report form, prepared by the American Council on Education, and the National Business Council Rating Scale, which is a part of the National Clerical Ability Testing program. One use of the former scale, discussed on page 308, provides for consideration of the pupil's self-ratings as compared with the ratings of a teacher.

Pupils may be interested in knowing the qualities on which civil service applicants are rated by the persons named as reference:

- Quality of the work performed by the applicant
- Quantity of work performed by the applicant
- Judgment, reasoning ability, and common sense
- Forcefulness and strength of character
- Executive ability
- Initiative
- Disposition and ability to work with others
- Physical fitness

Each homeroom group may be shown a copy of the Personality Record of the Secondary-School Record, \* which is sent

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\* National Association of Secondary-School Principals of the N.E.A. 1201 Sixteenth Street, N.W., Washington, D.C., 1941.

by some schools to colleges with transcripts of credits. A comparison with the qualities on the Civil Service Rating Scale will show the importance of initiative, as it is the only trait included in both lists. The Personality Record allows for a five-point rating of: Seriousness of purpose, Industry, Initiative, Influence, Concern for others, Responsibility, Emotional stability.

(g) *Achievement Tests.* Although some of the instruments heretofore mentioned have been of dubious value, everyone must agree that tests for the measurement of achievement of school subjects are of well-grounded merit. Thus, at the end of a semester, a teacher of typewriting can give a standard achievement test which will enable him to tell how many members of his class reach the standard which is set by thousands of measurements and how many fail to reach that goal.

The conscientious teacher of business subjects who wishes to give vocational guidance can use the scores made on achievement tests to inform pupils how they are progressing in their preparation for their vocational objectives. The teacher also will scrutinize the achievement marks to determine if they are in line with the vocational aim, to make pupils aware of their highest scores, and to learn if the pupils are working up to their probable capacity as indicated by their tests of mental ability.

Achievement tests related to business education are described and summarized in two sources:

- Bibliography of Tests and Testing in Business Subjects*, Monograph 42. Cincinnati: South-Western Publishing Company, 1939. 36 pp.
- Tests and Measurements in Business Education.* By B. R. Haynes, M. E. Broom, and M. Hardaway. South-Western Publishing Company, 1940. 400 pp.

The National Clerical Ability Tests, prepared annually under the auspices of the Joint Committee on Testing Representing the National Office Management Association and the National Council of Business Education, are the best achievement tests in business education. Many business firms are now using these tests for selection purposes to determine the skills and achievement of applicants. At present clerical ability tests are included for the following positions: stenographer, machine transcriber, typist, bookkeeper, file clerk, and keydriven calculating machine operator.

Each person who takes one of the above tests is required to take also both a general information and a "fundamentals" test.

To receive a certificate of proficiency, candidates are required to take the tests in a Test Center, where fifty or more testees are enrolled. However, tests of former years may be purchased for individual school use. A complete set costs \$1.55. Twenty-five or more copies of any test may be purchased for twenty cents each. Short forms of the tests are being prepared and experimented with under the direction of F. G. Nichols of Harvard University.

*The Yearbook of the Eastern Commercial Teachers Association* for 1937 contains the tests that were used experimentally in June 1937. Current information may be obtained from the Joint Committee on Tests, Lawrence Hall, Kirkland Street, Cambridge, Massachusetts. *The Journal of Business Education* in November 1938 \* gives a complete description of the testing program as follows:

#### PURPOSES OF THE NATIONAL CLERICAL ABILITY TESTS

1. To provide an authoritative device, somewhat comparable to the College Board Examinations, for use in measuring the qualifications of public and private business school graduates for some of the more common office occupations for which vocational training is given.

2. To assist business teachers and others who are responsible for vocational business training programs in attempts to bring their course offerings and testing procedures somewhat more into line with sound principles and practices in the field of vocational education.

3. To assist educators in their attempts to insure for vocational business courses students who possess the aptitudes, interests, and abilities required for the kinds of work for which they seek preemployment training.

4. To provide employers of office help with a better means of appraising the qualifications of applicants for clerical positions, and to provide a certification plan which will, to some extent, obviate the necessity of giving employment tests to applicants who have graduated from public and private business schools.

5. To bring office managers and other employers of clerical help into a closer working relationship with business educators in public and private schools.

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\* *The Journal of Business Education*. 512 Brooks Building, Wilkes-Barre, Pa. November 1938.



## NATURE OF THE NATIONAL CLERICAL ABILITY TESTS

These clerical ability tests are based on the duties which clerical workers perform. They are, in fact, but samplings of the kinds of things which office clerks do as a part of their daily round of work. They differ from conventional school tests in many ways, but the most important difference is found in the fact that they are endurance tests as well as speed tests.

No one of these tests includes a short speed test, but all are tests of the testee's ability to get out a reasonably large volume of work in a relatively short time. In all cases an attempt is made to simulate actual working conditions.

For example, the stenographic testee takes dictation (not reading) nearly an hour and then transcribes two full hours. Only usable transcripts are accepted.

The typing test includes eight or ten samples of everyday office typing, but no spurt-speed test. The testee is allowed two hours in which to complete the whole job. Only usable items are accepted. If less time is required for the job additional credit is given.

The bookkeeping test consists of a straight bookkeeping project which requires the testee to go through the complete accounting cycle and produce acceptable results in a period of three hours, with additional credit for taking less time to complete the project.

The machine transcription test calls for the transcription of one full dictating machine record, with a time allowance of one hour and additional credit for taking less time than is allowed.

The keydriven calculating machine test is a sampling of work done on this type of machine, with a time allowance of two hours for the whole job.

The filing test is one which measures the testee's knowledge of the science of filing.

Other achievement tests include:

Qualifying Test for Ediphone Voice Writing.

Aims to select those who are qualified in English, spelling, punctuation, syllabication, and letter arrangement, and consequently those who would benefit from a thorough course of Ediphone Voice Writing instruction.

Test on Instruction Course in Visible Record Keeping.

Distributed free to users of the practice equipment of Remington Rand, Inc.

Test on Library Bureau Instruction Course in Filing.

Based on *Progressive Indexing and Filing* of Remington Rand, Inc.

Test on Points of the Business Letter by Lessenberry.

(h) *Civil Service Examinations.* Samples of Civil Service examinations are provided in the advance announcements of the typewriting and stenography tests and may be mimeographed for class achievement tests.

The typewriting test consists merely of copying from plain copy a simple exercise, word for word, line for line, for ten minutes. When the exercise is completed, a double space is made and the same short exercise is repeated. Erasures or corrections are not permitted.

The junior stenography test comprises dictation and transcription of one exercise of 240 words, dictated at the rate of 80 words per minute. Two exercises of the same length are dictated at this rate of speed, and contestants have ten minutes to study their notes and select the one they prefer to transcribe in the additional twenty minutes allowed. Senior stenography tests are dictated at the rate of 96 words a minute.

To show students the modest attainment standards for meeting Federal requirements for Civil Service appointments of junior stenographers and typists at salaries of \$1440 a year, a sample test is given here.

#### DESCRIPTIONS AND SAMPLES OF THE TESTS FOR STENOGRAPHER AND TYPIST EXAMINATIONS\*

(Competitors must furnish typewriting machines and tables for use in the examination)

Copying from plain copy:

The sample below is similar to the actual exercise in everything except size of type. It is printed here in order to give you an opportunity to practice typing it repeatedly, line for line, for exactly 10 minutes.

The directions for the plain copy test are as follows:

"Typewrite the following exercise on the accompanying sheet 1 (continued). Space, paragraph, spell, punctuate, capitalize and begin and end each line precisely as in the exercise. You will have 10 minutes in which to make repeated copies of this exercise, keeping in mind that your rating will de-

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\* United States Civil Service Examination Announcement, Form 7-2996.

pend upon accuracy as well as speed. Use both sides of sheet 1 (continued). Each time you complete the exercise, simply double space once and begin again. Keep on typing until told to stop.

"Make no erasures, insertions, or other corrections in this plain copy test. Errors are penalized whether or not they are erased or otherwise 'corrected'."

The following is a sample of Copying from Plain Copy, which must be typed line for line:

The two largest forest belts still remaining in this country are in the South and in the Pacific Northwest. In a comparatively short time, however, the South must cease exportation if it is to continue to supply adequately its own needs. Provided that it is not visited by any destructive fires, the Northwestern timber supply will probably last somewhat longer. Estimates as to the exact time differ, but just as the forests in most other sections of the country have been ruthlessly cut down, these great forests will likewise disappear under the treatment to which they are subjected.

There is no other country from which we might import a sufficient quantity of lumber when our present supply is gone. It has long been recognized that the problem with which we are confronted is one of conservation and scientific forestry, if we are not to destroy entirely our diminishing supply of timber. Replacement of our forests could eventually be accomplished, if careful consideration were given to their requirements. Primarily, however, it must be recognized that since reforestation is a slow process it will not be long before our timber supply will be entirely exhausted, unless we change our wasteful and extravagant methods of lumbering.

#### STENOGRAPHY (Dictation and Transcription):

A practice dictation and two exercises of 240 words will be dictated for Stenographers. Only one will be transcribed. Competitors will be allowed 10 minutes to study their notes on the two exercises and 20 minutes to transcribe the one chosen.

The dictation is given at the rate of 80 words per minute.

The following is a sample passage as prepared for the use of an examiner in dictating at the rate of 96 words per minute. Practice taking notes on this exercise, the dictation of each three lines to take 10 seconds.

The practice of paying workers by checks instead of in cash reduces the danger of losses (period) 10 sec.

Another advantage which is important to large firms employing many people is that by this 20 "

method their bank balances are kept at a higher figure (period) This is due to the fact that checks 30 "

often pass through many hands and are frequently delayed in arriving at the bank (period) In these days 40 "

when business methods are tested by careful accounting, the system of paying by check instead of in 50 "

cash has demonstrated its value (period) Most large companies which have adopted the system have found 1 min.

that using checks reduces the time and labor required to pay the workers (period) The use of checks 10 sec.

also reduces the number of mistakes which are made in paying workers, and offers a method 20 "

of discovering the few errors that do occur (period) Usually local banks have been found quite 30 "

willing to assist employers in making this system operate smoothly (period) To meet the objections 40 "

to cashing checks made out to persons not known by the bankers, many companies provide special 50 "

cards for workmen to present at the  
bank (period) The use of checks  
instead of currency is not always 2 min.

liked by workmen, but after a  
trial of the new system their  
opposition disappears (period) 10 sec.

The system has proved of value to  
both banks and workmen, since it  
brings the workmen into 20 "

contact with the banks and shows  
them the practical advantages of  
having a bank account (period) 30 "

Any system or method of taking notes, including the use of shorthand-writing machines, is acceptable, provided that the notes are given to the examiner after being transcribed. The use of typewriters for taking notes is not permitted, however, owing to the fact that the noise of the machines would interfere with the dictation.

The use of an eraser is permitted in this test.

(i) *U.S. Employment Service Tests.* The teacher of business subjects should inform students who expect to enter clerical occupations that if they register with the U.S. Employment Service, they will probably be obliged to take an achievement test. These illustrate the standards that are maintained by employers. Descriptions of the typing and stenographic performance trade tests which have been installed in the offices of the U.S. Employment Services may be obtained and similar tests given as class achievement tests. The Occupational Analysis Section of the U.S. Employment Service has recently standardized these tests for the purpose of providing an additional tool in the classification and selection of applicants for referral to job openings. In December 1941, the performance trade tests for typewriting and stenography were installed in 326 offices in 38 State Employment Services.\*

In this chapter the proposition is set forth that the teacher of business subjects who wishes to help his pupils envisage and prepare for special occupational goals should help his students in making an inventory of his strengths and weaknesses. Even

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\* Shartle, C. L. "Occupational Testing in the U.S. Employment Service." *Occupations, the Vocational Guidance Magazine*, pp. 392-3. February 1942.

though a large part of this chapter has been devoted to the use of tests of various kinds which will assist in the undertaking, teachers of business subjects should not lay too much stress on test scores. They are only one instrument of inventory. The achievement tests reveal the technical proficiency of the individual. The tests that are most valid and reliable give light on the mental equipment of the individual.

But even though a candidate might have superlative standing in these respects, he still might be unsuitable for a specific position by reason of certain personality traits or through lack of certain elements of personality. Attempts have been made to devise standardized objective tests for the measurement of personality traits, but efforts extending over several decades have not produced the desired tools. Accordingly, personnel examiners have resorted to the oral interview in which the personality traits possessed by the candidate are evaluated by trained examiners. This procedure admittedly involves certain subjective elements, but it is the accepted procedure of personnel work. Therefore, the individual interview with high school pupils gives them the experience of the conference, in addition to help in making an all-round inventory of their mental, physical, economic, and social assets.

### ASSIGNMENTS FOR PUPILS

1. Rate yourself as to the traits named on pages 316-317. Ask someone who knows you fairly well to rate you and compare his ratings with yours.

2. In appraising your strengths and weaknesses to do the type of work you hope to do, what do you consider your strongest assets? How can you build upon them to make them more enduring?

3. Composing at the typewriter, prepare an autobiography as suggested on page 307.

4. Ask your instructors or supervisors for comments on any of your work experiences.

5. Select five faults which would hinder your vocational progress and plan a campaign of self-improvement.

6. Ask three adults who have jobs if they would choose the same kind of work if they were beginning again; if they would not, ask them to tell you how to avoid their mistakes.

7. What clues to careers do you find in your leisure-time interests, your reading preferences, your vacation pursuits, and your tryout experiences?

8. Prepare a statement of your occupational goals and describe several intermediate steps necessary to reach your objective. State reasons for which you have chosen these goals and describe the growth of your vocational interests and the factors which influenced their development. Name the qualifications necessary for competence in this occupation, select three which you feel you possess and three which you think you can acquire.

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5. LEONARD, EUGENIE A., and TUCKER, ANTHONY C. *Individual Inventory in Guidance Programs in Secondary Schools*. U.S. Office of Education, 1941. 15¢
- §6. RUGH, GILES M., and SEGEL, DAVID. *Minimum Essentials of the Individual Inventory in Guidance*. U.S. Office of Education, 1940. 15¢
- 7 *Handbook of Cumulative Records*. U.S. Office of Education. Government Printing Office, 1944. 15¢

## XX

### Interviewing and Counseling

THERE are two focal points in helping youth plan their vocations. One is the intensive investigation of the occupation favorably considered by the pupil. The other is the individual vocational conference. Counselors who hold half-hour individual interviews with pupils agree with Myers that "the counseling service constitutes the heart of the vocational guidance program." \* Information pertaining to the assets and liabilities of the individual and data concerning the requirements and opportunities of the occupations that interest the individual are brought to a focus in the counseling interview. At that time the essay may be returned to the pupil. Vocational preparation, placement, follow-up, and occupational adjustment stem from the decisions reached or confirmed in the conference.

That counseling is not diagnosing and not prescribing courses of action is clearly enunciated by Myers †:

In this connection it is well to note that vocational counseling is not giving vocational advice . . . Nor is vocational counseling telling an individual what occupation he should follow, after having noted his personal assets and liabilities and having compared these with occupational requirements . . . Vocational counseling leaves decisions to the counseled individual. Its duty is performed when it helps this individual to follow a wise procedure in arriving at his own decisions, not when it tries to make decisions for him. Counseling is no more making decisions for the counselee than is the teaching of algebra solving problems for the one taught.

When the test scores, inventories, and other information are assembled, they may be used as a basis for an interview.

To be most satisfactory, interviews should be voluntary. A sheet like the one given on page 327 may be posted on the bulletin board and circulated in classes, so that pupils may designate the time they would like a vocational conference. Also, in spite of the pressure to interview only those pupils with special problems, all pupils should have at least one vocational conference each

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\* Myers, George E. *Principles and Techniques of Vocational Guidance*, p. 250. McGraw-Hill Book Co., 1941.

† *Ibid.* Pp 250-51.



year. Whether at the lower or upper level of the class, each individual should be given the opportunity to experience a new awareness of direction or a stronger conviction of purposes and goals which may result from the conference.

#### APPOINTMENT SCHEDULE FOR VOCATIONAL CONFERENCES

Will seniors who have not had vocational conferences please sign below for a convenient time to go to the Vocational Guidance Office. Bring something to study with you, so you can utilize your time in the adjoining room before or after your conference.

Two people, each afternoon period, come to room — at the beginning of the hour to get your excuses for the study hall.

This time will be reserved for you. Please do not forget the time of your appointment.

<i>Monday (date)</i>	<i>Name</i>	<i>Name</i>
5th period	1.	2.
6th period	1.	2.
<i>Tuesday (date)</i>		
5th period	1.	2.
6th period	1.	2.

When the pupil enters, he may notice that his cumulative record is being examined. He recognizes some of his check lists, schedules, and inventories, observes his school marks lined up on one side of the folder, his extracurricular participation on another. He becomes interested in knowing that they have been assembled in one place and in seeing what is the cumulative picture portrayed.

The role of the interviewer is to help and guide, and to get whatever information may be needed for this purpose. He usually will find it necessary to conduct a conversation with the aim of fact-finding, informing, and motivating. His purpose is not to criticize. He will find some item on which to offer commendation or in which to express interest. He will also find some way of suggesting new possibilities for growth or stimulating work toward new goals. He will build upon the strengths to make them more enduring.

Toward the beginning of the conference, the interviewer will inquire about present vocational plans and record at least a first

and second choice. Reference to some new book or pamphlet may be made or the suggestion given that the vocational charts around the room be inspected in regard to vocations in which the counselee expresses interest.

The work experience should be recorded or brought up to date and discussed. The subjects in which the pupil received his highest grades may be singled out for discussion, with the occupational avenues that lead from them.

It is not advisable, invariably, to give individual pupils their percentile ranks in tests of mental ability. However, comment may be made with regard to marks in certain school subjects in which the pupil does not seem to be doing the work commensurate with his level of intelligence. For example, "Your mental test marks seem to be higher than your school marks. That may be because you haven't good study habits, or you do not study, or you are not interested in your subjects." The pupil practically always responds with an explanation and (it is hoped) with an analysis of the cause or an inner resolve to improve.

The pupil in the upper ten or fifteen percentile may be complimented on his excellent showing and probably should be told that he would be able to do strong college work or that most people with his score make honor grades in college.

Because intellectual curiosity, industriousness, enthusiasm, drive, persistence, affability, and other phases of personality may be as important for scholastic success as is scholastic intelligence, very conservative use of the low test score is advised, unless very poor scholarship supports the low percentile rank.

The University of Wisconsin state testing program which makes it possible to secure the percentile rank of each individual senior as compared with the scores of about 100,000 high school seniors who have taken the Henmon-Nelson Test of Mental Ability, and the percentile rank of an individual sophomore in high school based upon a comparison with the scores of more than 60,000 sophomores who have taken the test, gives this interpretation:

The percentile ranks of freshmen who enter the University of Wisconsin each fall predict the first semester grades received by freshmen with considerable accuracy. They therefore provide valuable data in advising students concerning college work.

In dealing with individual students one must guard constantly against the temptation to be cocksure and dogmatic. It is sometimes advisable to administer an individual test, using a different form.

Students who have a percentile rank lower than 15 probably can never do college work successfully. Students who have a percentile rank higher than 85 can probably do superior work in college.

The median percentile rank of the students who achieve freshman or sophomore honors in the University of Wisconsin is above the 90th percentile \*

The basis for any observation regarding school marks and scores on mental ability tests may be readily available by recording on each folder the rank in ability according to the tests and the rank in achievement according to the class marks. This may be recorded in semi-code, so that pupils cannot interpret its significance. For example:

*Rank in class of 150*

- |                |                             |
|----------------|-----------------------------|
| 1. Ability     | 35 (Number 1 being highest) |
| 2. Achievement | 15 (Number 1 being highest) |

*Code:*

1. 35 test in 150
2. 15 grades in 150

By referring to the list of vocational talks which the pupil selected as his first, second, and third choice for attendance at career conferences, a comparison may be made between the skills required and the subjects which are related to the vocations in which he has expressed an interest. For example, in counseling an individual who expects to enter stenography, school marks in typewriting and English may be scrutinized. Suggestions for exploration of interests and devices for stimulating interests will occur to the ingenious interviewer as he talks to the pupil and appraises his curricular and extracurricular experiences.

Both school marks and scores on mental ability tests may be utilized as warnings of the difficulties which an individual might encounter in pursuing a specific course or occupation. School marks, particularly, may be used as encouragement. Aptitude tests, if given, may be used in a monitory sense, but their use as encouragement is not based on scientific results.

The interviewer must keep in mind that democracy is based on the concept of respect for personality for its present worth as well as for its potentialities. Education must take the pupil as

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\* Report, March 21, 1942.

he is and assist him through his own consciously self-directed efforts to develop and integrate his socially desirable capacities to his optimum potentialities.

Abstract mental ability is only one of the factors in success. By cultivating other traits of equal importance such as industriousness, sobriety, and co-operativeness, or by developing an absorbing interest in one's work, an individual may compensate for a modicum of intelligence.

The interviewer will regard each youth as a possible successful worker and will hesitate to discourage a high aim, knowing there are many whose subsequent careers demonstrated the inadequacy of the usual standards of tests of ability.

Linnaeus, who revolutionized the science of botany, made low marks in school and was considered a dullard. Charles Darwin, Sir Isaac Newton, Robert Fulton, Pasteur, and M. Pierre Curie showed little inclination for scientific pursuits in school. Biographers of Samuel Johnson, Wordsworth, George Eliot, Sir Walter Scott, Goethe, Henry Ward Beecher, Herbert Spencer, Henrik Ibsen, Edison, and Lindbergh claim that their teachers reported conditions of mental obtuseness.

In preference to curbing ambitions, the counselor may suggest new possibilities for growth, new contacts, or new experiences for the development of interests. The power of the desire to learn is clearly seen in the examples cited by Walter V. Bingham:

Take Gilbert G——, for example. Gil told the Army interviewer that he'd been a thousand-dollar-a-week radio gag man. Maybe he was. But the Army has as little need for gag men as for Sanskrit scholars, as such. It also happens that radio operators are badly needed, and Gil scored high in the Code Aptitude test. However, that didn't please him.

Gil could easily have become one of the Army's most cherished nuggets — a high-speed radio operator — if he had only accepted the classification officer's assignment. Instead, he has neglected his radio training and wasted his time and the Army's trying to get reassigned to the Intelligence Service — for which he has no visible qualifications.

We know that Gil could be a good radio operator. But Gil knows better. And on present performance, he's ticketed to be a dead loss to the Army and to himself.

Patmore V—— also wants to be reclassified. He's a moon-faced mama's boy who had been a piano tuner. The test showed that he has a perfect ear and about everything else it takes to become an advanced specialist in the operation of sound-detector apparatus —

if only he would work at it. Instead, he wants a job in the recreation service, although there are 100 better entertainers for every available job.

A couple of weeks ago Pat was shipped across as an apprentice sound-locator operator, still protesting that the stupid classification service had wrecked his life.

Along with Pat went a gangling hillbilly whom Selective Service had taken off a two-mule farm in North Carolina eight months ago. Hank K—— had quit high school after the first year. In the General Classification Test he got a low Grade 3, which is a little below average, and his Code Aptitude score was barely passing. But Hank had what Gil lacked; a passionate will to learn his job.

"This kid came to me with tears back of his eyes," says the classification lieutenant who had handled Hank's case. "Said he'd dreamed about being a radio operator ever since he was a kid. On the record of his tests and educational background, Hank didn't have a prayer, but we decided to take a chance on him anyway. The first month he was terrible, even though he worked like a Trojan. But after that he got into the groove and came through in the first two-thirds of his class. Now he's bent on getting his sergeant's stripes — and I can't see what can stop him."\*

It is not assumed that each individual has a latent interest in some specific occupation and that this interest is relatively stable. Many youths have not sufficient acquaintance with occupations to enable them to develop serious interest in any one. Out of the vocational conference should grow some suggestions which will help the pupil to become interested in an occupation which seems to be suitable when viewed in the light of physical, social, and economic factors concerned.

By asking the pupil whom he would like to interview when class members confer with successful workers in the fields of interest, explaining that names are given now so as to avoid duplication, an idea can be obtained concerning how well acquainted he is with workers in those occupations.

The question, "If the school receives calls for workers next June, where and for what kinds of work would you like to be recommended?" elicits information useful for job referrals at the same time that it crystallizes the pupil's thinking.

The main items discussed in the interview should be recorded

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\* Bingham, Walter V. "What Army Job for You?" Copyright 1942 by the United Newspapers Magazine Corporation (Used by permission.)

for later reference. It is advisable that the interviewee see what is being written and that his co-operation be secured in making the report an expression of his present interests.

Pupils who express a definite interest in specific vocations may be given a leaflet or reading list as tangible indication of the counselor's desire to help. It may be suggested that the pupil read some of the references before coming in for the next conference. For example, those who are considering nursing may be given the inexpensive reading list, *Nursing — Books, Pamphlets, Films*, prepared in 1943 by the Nursing Information Bureau of the American Nurses' Association. Boys who may enter the Armed Forces may be given *Getting Ready for Induction*, available at \$4.50 per hundred from the National Association of Secondary-School Principals.

The following form may be mimeographed for recording the vocational interview:

#### RECORD OF VOCATIONAL INTERVIEW

(Recorded by Interviewer During Conference)

Name \_\_\_\_\_ Class \_\_\_\_\_ Counselor \_\_\_\_\_ Date \_\_\_\_\_

VOCATIONAL PREFERENCES. When you finish school, what do you plan to do?

- 1.
- 2.
- 3.

If planning on college, which ones are you considering?

- 1.
- 2.

Are you meeting college entrance requirements for these schools?  
What are they?

Subjects receiving highest grades in high school:

Work experience:

If the school receives calls for workers next June, where and for what kinds of work would you like to be recommended?

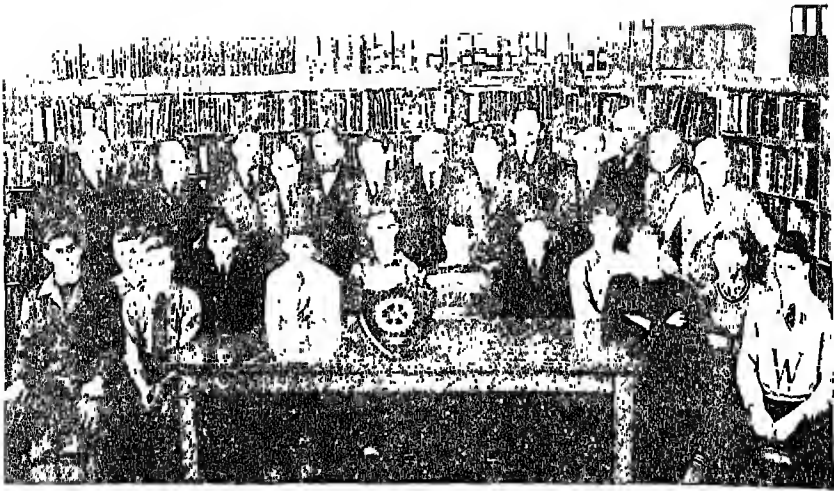
When pupils interview workers in the occupations they expect to enter, whom do you plan to interview? Whom do you know in your field of vocational interest?



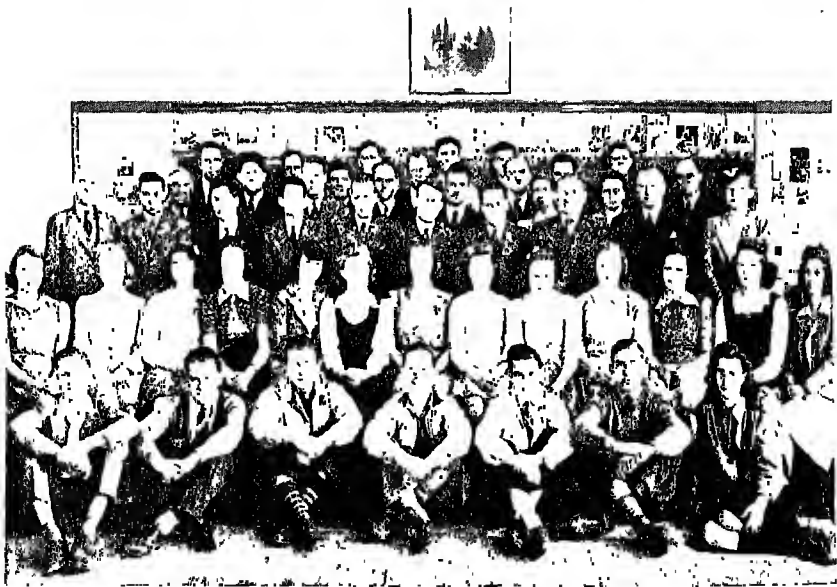
36 Using the occupational pamphlet file. Scarborough School, Scarborough-on-Hudson, New York.



37 Vocational Guidance Section, 58th Street Branch, New York Public Library  
Occupational pamphlet files are in adjoining corner. (P. 217)



38. Members of Rotary Club of West Bend who conduct vocational conferences are introduced by student chairmen. (Chapter XI)



39 At career conferences, members of the Kiwanis Club of West Bend announce the vocational essay contests. (P. 230)



Subjects you plan to take next year:

For appraisal of your strengths and weaknesses to do the type of work you hope to do, what do you consider your

1. Strong point?
2. Weak point?

In regard to planning your vocational career, are there any questions you would like to ask?

Greatest problem this year:

What about the school would you like changed?

Discussion topics:

Remarks:

In order to have an estimate available which may be used as a basis for placement referral, the interviewer may record a rating at the bottom of the page during the interview. If the person seems to possess good qualifications for the type of work in which he expresses interest, the counselor may place a check mark toward the right of the page; a mark toward the left would indicate apparent low qualifications.

Many of the following suggestions for vocational interviewing are discussed at length in [1] *How to Interview*, in [4] *Student Guidance Techniques*, and in the [2] *Guidance Manual for the High-School Victory Corps*.

#### PREPARING FOR THE INTERVIEW

1. Provide the best conditions for interviewing, insuring privacy, freedom from interruption, and comfort of the pupil.
2. Assemble facts available in the pupil's cumulative record folder.

#### BEGINNING THE INTERVIEW

1. Meet the interviewee cordially, establishing a good working relationship or "rapport."
2. Begin the interview with a topic of interest to the person interviewed.
3. Make the interview a joint undertaking.
4. Begin with the pupil's strongest interests and assets and build the conversation around them.
5. Observe closely the pupil's behavior.

### CONDUCTING THE INTERVIEW

1. Show sincere interest and confidence in the pupil.
2. Be straightforward, frank, fair. Keep confidences
3. Ask questions to direct attention to salient facts.
4. Endeavor to have the pupil experience an awareness of direction and goals, if necessary, stimulate work toward new goals and suggest new possibilities for growth.
5. Be a good listener and draw the pupil out along consistent lines; make certain that all vital considerations relevant to a decision are brought forward.
6. Promote self-examination and self-appraisal. Help the pupil to see himself clearly, his abilities, interests, and motives.
7. Respect the pupil's point of view. Alleviate the shock of disillusionment. Redirect his objectives when necessary as tactfully as possible.
8. Encourage the pupil to summarize his plan of action. Help him to come to some decision concerning his plans. Achieve something definite.

### CONCLUDING THE INTERVIEW

1. Give information as needed; give advice sparingly.
2. Give some tangible indication of desire and ability to help; make other services available; make subsequent interviews easy
3. Complete the record of the results of the interview immediately afterward.

Too much emphasis should not be given to any one phase of the inventory or any one test result. There are many factors involved in vocational success, including intelligence, health, economic circumstance of family, social traits, emotional stability, moral attributes, interest, aptitude, skill in one's craft, friendships, circumstances, and luck. Sometimes the physical characteristics are the most important determinants; in other cases the social conditions, sociological factors, or personality traits. A counselor should remember that his service is not diagnostic. The greatest service that he can render is to help the pupil develop vocational interests that are consonant with his mental, physical, social, and economic resources and potentialities.

That a well-rounded picture of the individual is necessary to prevent gaining an erroneous impression is as true of advisers as of the blind men in the Hindoo fable:

## THE BLIND MEN AND THE ELEPHANT \*

*By John G. Saxe*

It was six men of Indostan,  
To learning much inclined,  
Who went to see the elephant,  
(Though all of them were  
blind,)
That each by observation  
Might satisfy his mind.

The first approached the elephant,  
And, happening to fall  
Against his broad and sturdy side,  
At once began to bawl.  
"God bless me! but the elephant  
Is very like a wall!"

The second, feeling of the tusk,  
Cried: "Ho! what have we  
here,  
So very round, and smooth, and  
sharp?  
To me 'tis mighty clear  
This wonder of an elephant  
Is very like a spear!"

The third approached the animal,  
And, happening to take  
The squirming trunk within his  
hands,  
Thus boldly up and spake:  
"I see," quoth he, "the elephant  
Is very like a snake!"

The fourth reached out an eager  
hand,  
And felt about the knee.  
"What most this wondrous beast  
is like,  
Is mighty plain," quoth he;  
"'Tis clear enough the elephant  
Is very like a tree!"

The fifth, who chanced to touch  
the ear,  
Said: "E'en the blindest man  
Can tell what this resembles most:  
Deny the fact who can,  
This marvel of an elephant  
Is very like a fan!"

The sixth no sooner had begun  
About the beast to grope,  
Than, seizing on the swinging tail  
That fell within his scope,  
"I see," quoth he, "the elephant  
Is very like a rope!"

And so these men of Indostan  
Disputed loud and long,  
Each in his own opinion  
Exceeding stiff and strong,  
Though each was partly in the  
right,  
And all were in the wrong!

### Moral

So oft in theologic wars,  
The disputants, I ween,  
Rail on in utter ignorance  
Of what each other mean,  
And prate about an elephant  
Not one of them has seen!

### Moral

(With Apologies to John Saxe)  
So oft in counseling a youth  
Advisers now, I ween,  
Rail on in utter ignorance  
Of what low test scores mean,  
And prate about an aptitude  
No one has ever seen!

\* *Poems for Modern Youth*, Edited by Adolph Gillis and William Rose Benét  
Pp 190-2. Houghton Mifflin Co., 1938

The following skit may be an effective means of encouraging young people to take an inventory of their assets and liabilities.

### GETTING ACQUAINTED WITH YOURSELF \*

#### *Announcer*

In the following vocational guidance broadcast, we learn that the most successful salesman, these days, is the one who knows his product through and through. If, for example, he is selling an automobile, he is prepared to tell you, exactly and in detail, just what service you may expect to get from it. You young people who are seeking a place in the occupational world are first of all salesmen — salesmen of yourselves. To sell yourselves effectively, you must be able to tell your prospective employer just what service he may expect from *you*. Yet how much, actually, *do* you know about what you have to offer an employer?

In today's vocational guidance broadcast, we invite your attention to the importance of getting acquainted with yourselves. You remember Jake Miller, who, in one of our early broadcasts, succeeded so splendidly in obtaining a good job as a copywriter in the Ajax Advertising Agency. Jake knew what he had to sell — and he sold it. Since then, every boy from Jake's home town who wants a job in the city calls on Jake for help. Here, for example, is Ralph Hayes, who was a freshman when Jake was a senior in the South Forks High School. He has just breezed into Jake's office full of hopeful anticipations.

RALPH. (*Breezily*) Hello, Jake, old timer. How's the boy?

JAKE. Hello, Ralph. How are you?

RALPH. Okeh. Just got your message asking me to drop 'round. Any good news for me?

JAKE. The best. I wangled that interview with the Chief for you. He's all set to see you.

RALPH. Say, that's great of you, Jake. Thanks a lot.

JAKE. That's all right. As a matter of fact, he really seemed quite interested.

RALPH. (*Eagerly*) Honest?

JAKE. Oh, things are not so tight as they were, you know. Employers are once more beginning to sit up and take notice of promising youngsters, against the time when they may be needing a new hand or so.

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\* Broadcast over the American School of the Air, on the Columbia Broadcasting System, on February 24, 1936, and printed by permission of Dr. H. D. Kitson, chairman of the National Occupational Conference Committee, in charge of the preparation of these scripts

RALPH. Then you think there might really be a chance for me?

JAKE. I think there's sure to be a chance for you to go on the preferred list for the first vacancy in your line — provided, of course, you succeed in convincing the Chief you have a line.

RALPH. Jake, *I am* grateful. I — I don't know how to thank you, old man.

JAKE. Better wait till we see how this comes out. Wait a minute 'till I see if His Royal Nibs is ready to see you. (*Sound of telephone taken off hook*) Mr. Coleman's office, please. (*Slight pause*) Oh, hello, Miss Maynard, Jake Miller speaking. There's a friend of mine here in my office who has an appointment with Mr. Coleman. (*Slight pause*) Yes, Ralph Hayes. That's the name. Okeh? Thanks, Miss Maynard, I'll send him right in.

RALPH. (*Ecstatically under his breath*) Oh, boy!

JAKE. Well, there's your chance, Ralph. And it's a marvellous chance, I'm telling you. Make the most of it.

RALPH. I'll do my best, Jake.

JAKE. And that had better be good, my young friend. The Chief's a man who knows what he wants. And he expects other people to know what they want. See?

RALPH. (*Vaguely*) Yes-s?

JAKE. (*Significantly*) That's a tip. Remember it.

RALPH. Thanks, Jake. Well, here we go. Do or die.

JAKE. And drop back here after your interview. I'd like to know how you make out.

RALPH. Okeh, Jake, I'll do that.

JAKE. Well — he's waiting, you'd better be getting along. Good luck.

(*Fading*)

*Announcer*

Half an hour later we find Ralph re-entering Jake's office.

(*Office sounds — sound of door opening and closing. Office sounds shut off*)

JAKE. (*Cheerily*) Well? (*Brief silence, then in a changed tone*) What's the matter? What happened?

RALPH. (*Dully, and as if stunned*) Why I — I hardly know.

JAKE. (*In astonishment*) Hardly know?

RALPH. (*Stumblingly*) Well, I — It was all so —

JAKE. (*Impatiently*) Well, out with it.

RALPH. He — he didn't seem to think he'd be likely to have an opening for me.

JAKE. Didn't he say anything to you about seeing the employment director and filling out an application?

RALPH. No. I brought that up myself. But he didn't seem to think it would be any use.

JAKE. (*Puzzled*) There's something wrong here. He *was* interested. I know he was — you must have *said something*.

RALPH. (*Sulkily*) I didn't say a thing — except try to answer his fool questions.

JAKE. What do you mean his fool questions?

RALPH. Oh, he asked me a lot of crazy things — I couldn't think what to say to most of them.

JAKE. Exactly what, for example?

RALPH. Well, first he asked me why I wanted to go into the advertising business.

JAKE. You call that a fool question, do you? And what did you say?

RALPH. Oh, I just said I'd always heard it was a good business, and I guessed I'd like it as well as any other.

JAKE. (*Scornfully*) A great start. Must have made a fine impression. What did His Nibs have to say to that?

RALPH. Nothing. He just looked at me sort of funny for a minute.

And then he asked me what I had to offer the advertising business.

JAKE. And you said —?

RALPH. (*Impatiently*) How do I know what I've got to offer the advertising business?

JAKE. But what did you *say*?

RALPH. Oh, I just said I was willing to work hard and do whatever I was told.

JAKE. (*Sarcastically*) That must have made a big hit. Then what?

RALPH. Then he asked me what branch of agency work I regarded myself as best fitted for.

JAKE. And?

RALPH. Could I tell him what branch of agency work I'm best fitted for when I've never been in the agency business?

JAKE. So you said —?

RALPH. I said I hadn't thought about that particularly, but it didn't matter anyway because I was willing to do anything just to get a job.

JAKE. (*With a groan*) You said that? You actually did?

RALPH. (*Defiantly*) What's the matter with that?

JAKE. (*Again with a groan*) Well, if you don't know — What did the Chief say?

RALPH. That's the part of it I don't understand. He just looked at me again in that funny way, and then he said, "In this company, we're not interested in young people who are looking merely for jobs. We're interested in young people who are looking for careers."

JAKE. And you didn't understand?

RALPH. It — it sort of gave me a jolt.

JAKE. And that was the end?

RALPH. No, he said something else that — well, sort of puzzled me.

JAKE. What was that?

RALPH. He said — now, let me see — what was it? He said, (*Speaking slowly as if recalling the words*) “We want young people here who have taken the trouble to find out what this company can give them, and what they can give the company.”

JAKE. Yes? And then?

RALPH. And then he said, “If the time ever comes, young man, when you have any definite ideas on these points, you might come in again. Until then, I’m afraid we have no place for you.”

JAKE. That’s telling you, all right.

RALPH. Yes, but what does it mean?

JAKE. Just what he said. Look, Ralph, use your head. Business organizations can’t afford any more to take on green youngsters and let them stagger ’round until they fall into some job at which they can earn their pay. That sort of thing vanished early in the depression. Nowadays, you’ve got to be able to step in and begin earning your salary from the first day.

RALPH. I told him I was willing to work hard. I said I’d do anything I was told.

JAKE. (*Scornfully*) Work hard. Do anything you’re told. Who are you anyway? Little Rollo, one of the Horatio Alger boys, or a graduate of the High School class of — (date)?

RALPH. What do you mean?

JAKE. I mean, be your age. Bring yourself up to date. Of course you’ll work hard, and of course you’ll do anything you’re told. You don’t have to tell anybody that. They take those things for granted. What an employer wants to know is what can you *do* and how efficiently you can do it. See what I mean?

RALPH. (*Hesitatingly*) Well — ah — yes. I guess I begin to get the idea.

JAKE. Nowadays, you must have a definite service to offer an employer and some idea of the way in which that service might fit into his business.

RALPH. (*Slowly*) I begin to see what you mean.

JAKE. Now listen. Try to get this into your head. When you offer your services to an employer, you’re trying to sell him a bill of goods, aren’t you?

RALPH. You might put it that way. Yes.

JAKE. Well, you can’t expect him to buy, can you, if you can’t tell him anything about the merchandise you’re offering?

RALPH. No — I suppose not.

JAKE. Yet when you barged in to sell yourself to the Chief you couldn’t even tell him what it was you had for sale, could you?

RALPH. (*Hesitatingly*) Well, not very definitely, I guess.

JAKE. That's just where you slipped up. You've got to be definite. It makes no hit with an employer to tell him you'll do anything. What he wants to know is what one thing — or two or three things — you can do well enough to earn the good hard cash he's going to have to pay you. See?

RALPH. (*Humbly*) I see.

JAKE. My advice to you, my young friend, is don't apply for another position until you've done a thorough job of getting acquainted with yourself.

RALPH. Getting acquainted with myself? How do you mean, Jake?

JAKE. Why, I mean look yourself over. Take stock of what you have to offer an employer.

RALPH. But, Jake, how's a fellow going to do that?

JAKE. Well — What do you *like* to do best? That ought to tell you something about your abilities. People generally work better at the things they like.

RALPH. I know that's true.

JAKE. And what's the matter with your school marks as a measure of what you're good for? Check up on the old report cards. Get a line on the studies in which you made your best grades.

RALPH. (*Beginning to show interest*) I get you.

JAKE. Then there are books that show you how to make an analysis of yourself and your abilities. Miss Aitken in the Public Library at home will dig them out for you. Some of them have charts on which you can score and rate yourself. It's fun. I used to do it.

RALPH. I think I'd like that.

JAKE. Tell you another thing. While you're in town you run over to the West Side Y.M.C.A. and ask for Mr. Harper — he's the Vocational Counselor there. Tell him I sent you — and ask him to help you to get started on this self-analysis.

RALPH. Sure, I'll go right away. But say, Jake, I read in the paper that there's a woman here in the city who will tell you what you were cut out for. She says all you have to do is to give her the date of your birth and she'll tell by the stars — something like that.

JAKE. Oh yes, you'll find plenty of fortune-tellers who will read the stars, the lines on your palms, the bumps on your head or your handwriting, but the matter is not so simple as that. You've got to do something yourself.

RALPH. I'll do that, Jake.

JAKE. There's another thing. While you're making this inventory of yourself, you must also analyze the advertising business. Put two and two together and see how they add up. It's no easy matter to stand off and look at yourself just as if you were some-



body else. But that's what you've got to do. It takes courage, and honesty, and a willingness to accept facts — and then go ahead on that basis. Do you think you can do it?

RALPH. (*With grim determination*) I don't know why not.

JAKE. That's the spirit. You'll make a good salesman of yourself yet.

RALPH. Watch me. And I'll be back. The Chief promised me another chance. And the next time he starts asking me questions, I'll —

(*Fading*)

*Announcer*

Several weeks passed during which Jake had no word from Ralph. Then one day he telephoned and asked if Jake would try to get him another appointment with Mr. Coleman. Somewhat to Jake's surprise, the request was granted. And, as the scene opens, we see Ralph just entering Mr. Coleman's office.

COLEMAN. Ah, Mr. Hayes, so you did come back. I rather thought you would.

RALPH. You offered me another chance, sir. The least I could do was to try and make good on it.

COLEMAN. Hmmm! And are you prepared now to say why you want to go into the advertising business?

RALPH. I think I am, sir. As I see it, advertising is telling the world about the fine new things that are coming out all the time to make life better and easier for people.

COLEMAN. (*Laughing indulgently*) A fine ideal for advertising anyway.

RALPH. And that appeals to me. I get a big kick out of an improvement in a motor, or a new model in a plane, or a car, or a radio. Even a better kind of toothpaste or shoe polish, or a gadget for sharpening old razor blades. I like to look at them. And study them. And figure out how they work, and so on.

COLEMAN. Um. Um. As we'd say in the advertising business, perhaps you have a flair for merchandise. And how about that other matter I mentioned? What do you feel you have to offer the advertising business?

RALPH. Well, sir, I figure if I take that much interest in an article myself, I ought to be able to make other people feel as enthusiastic as I do.

COLEMAN. (*Laughing*) If you can do that, young man, you *have* got something to offer the advertising business.

RALPH. Well, I always managed to win my side of a debate at school. I liked assembling facts and then putting them together in a way to prove my point. And thinking out tricks of putting them over so they would be easy for the audience to take.

COLEMAN. Or, as we would say, you may have the capacity for organizing material and presenting it effectively. Well, that would seem to answer my question in regard to what branch of the advertising business most appeals to you.

RALPH. Yes, sir. Of course I want to get into the copy department. I've had some experience in writing, and some success in a small way. In school my best subject was English composition. After Jake Miller left, they made me editor of the school paper. In vacation time I used to work as a reporter on our local paper. And I've had a few little things accepted by magazines — not the big ones, of course, but small class publications and trade journals. Mostly articles about inventions and improvements in which I happened to be interested.

COLEMAN. All those things should prove very useful to you, and to this company, if at some future time we should be able to take you into the copy department. But of course you realize that you are still too young and inexperienced for that.

RALPH. Oh, yes, sir. I do realize that I'm not ready to write copy yet.

COLEMAN. Then the question seems to be, what can you do now that would justify us in putting you on our pay roll?

RALPH. I could make myself useful in the research department, I'm sure, Mr. Coleman. I could go out on consumer and dealer investigations. I get on with people. Always could make them open up and talk to me. Guess it's because I like talking to them so well. And in school I learned how to take notes in an orderly way, and to classify, tabulate, analyze, and interpret facts. I can type rapidly and accurately. I know some shorthand, and lately I've been working hard at it in some evening classes I've signed up for. I'm reading all the books on the advertising business I can lay my hands on. And taking a correspondence course in advertising. And —

COLEMAN. (*Interrupting*) Mr. Hayes, one moment. May I ask you a rather personal question?

RALPH. (*Taken aback*) Why—yes—certainly, sir. Anything you like.

COLEMAN. Why on earth, when you had all these capacities for selling, didn't you use them on me to sell yourself that first time you talked to me?

RALPH. (*Laughing*) I was pretty dumb, wasn't I, Mr. Coleman? I guess it was because I hadn't thought of myself as something I had to sell. It just hadn't occurred to me that you'd expect me to give you reasons for taking me onto your staff — same as anybody would expect if I were trying to sell him a car or a radio.

COLEMAN. Well, you understand it now. And next I suggest that you see what you can do about selling yourself to our employment manager.

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## XXI

### Instruction in Job-Finding

IT has been emphasized that although the school cannot be held responsible for the total amount of employment enjoyed by its youth it ought to put forth greater effort to aid youth in securing suitable work. The information collected from the employers interviewed in the Occupational Adjustment Study\* demonstrates the need for the school to teach youth how to go about getting a job.

The Occupational Adjustment Study is one of many studies which reveal the need for the school to give instruction in ways of finding employment. The report of the New York Regents' Inquiry points to the same conclusion †:

New York schools are good, but they are turning out a vast number of boys and girls each year who are not at all ready for adult life. They have no idea of what work means, what opportunities there are, how to look for work, or how to work if or when they get a job.

As teachers of business subjects are engaged in training for work, they should be among the first to accept the challenge to make youth more realistic in their attitudes toward jobs and methods of seeking employment. Knowing that a pupil's entire future may depend on the manner and intelligence with which he handles his approach to the job market, the following methods and materials will be among those utilized:

1. Books on seeking employment
2. Booklets on seeking employment
3. Magazine articles
4. Preparation of manuals
5. Radio programs
6. Recordings
7. Motion pictures
8. Dramatization
9. Talks

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\* Landy, Edward. *Occupational Adjustment and the School*, p. 68. Bulletin of the National Association of Secondary-School Principals, November 1940.

† Hamilton, A. E. "Education for American Life," p. 198. *Youth Leaders*, Volume I, no. 5, January 1939.

10. Posters
11. Letters of application
12. Practice interviews
13. Practice filling out application forms
14. Experiences in job-seeking

### 1. *Books on Seeking Employment*

Teachers and counselors should encourage their students to become familiar with the literature on this subject. This is especially important for those who are about to leave school.

Many books, written by business executives and employers, describe current employment standards and give suggestions for ways of meeting them. The trend in this literature has been to urge the job-seeker to consider himself as a salesman of his services and to approach the prospective employer with a clear-cut description of the abilities he has to sell, together with a conclusive presentation of reasons why the purchase of those abilities would prove a good investment for the employer.

Glenn Gardiner's [9] *How You Can Get a Job* emphasizes this aspect. The 1938 revised edition includes an appendix of work sheets and some aids for an instructor to use in group work. A ten-session course which can be used with study groups has been based on this book. The course comprises ten units covering the ten problems which the job-seeker must face:

- (1) How shall I plan my job-getting campaign?
- (2) What work am I best qualified to do?
- (3) How can I discover job opportunities?
- (4) Who can help me to get a job?
- (5) What preparation shall I make for the employment interview?
- (6) How shall I carry out my side of the employment interview?
- (7) How can I overcome common difficulties in the interview?
- (8) How shall I follow up my job prospects?
- (9) When and how can I make effective use of letters?
- (10) How shall I use my spare time during the job-getting period?

Another book, [17] *Your Work Abilities; How to Express and Apply Them Through Man Power Specifications*, was written by A. W. Rahn of the Western Electric Company, who submits and discusses samples of man-power specification sheets.

*Six Ways to Get a Job* [2] by Paul W. Boynton was written out of twenty years' experience in employment supervision with

Socony-Vacuum Oil Company. Many concrete and practical suggestions are presented as a result of the critical observation of the haphazard ways in which most people go about the business of finding work.

*The Strategy of Job-Finding* [13] gives practical information on such subjects as the letter of application, attention-winning devices, telephone technique, salary discussion, the importance of personality, and the strategy of the follow-up. The authors have consulted with employment executives and personnel managers and report their specific requirements. An instructor's manual contains plans for the organization of lesson units and ten well-planned lesson units for classroom use. These units have been planned by heads of commercial departments in high schools.

A useful book is [7] *Pick Your Job and Land It!* by Edlund and Edlund, who put their theories into practice as a hobby at the "Man Marketing Clinic," New York City. Here weekly meetings are held where job seekers present their problems. Participants may submit for criticism a letter of application, a plan for a job-seeking campaign, or a portfolio of credentials. Concrete, frank suggestions offered by the leader and the participants in the audience help the prospective applicant to organize his wares in a more effective manner, so that he can market more effectively his specific abilities. Members of the Sales Executive Club of New York City, under whose auspices the clinic operates, co-operate by attending the meetings and offering their criticisms and suggestions from the point of view of prospective employers. A surprisingly large number of participants report that they have secured the job they wanted as a result of the use of these merchandising principles. Many of their experiences which are especially valuable to experienced workers are recorded in this book.

These books have been prepared to assist adults and out-of-school youth to make their job-seeking efforts more effective. However, most of the suggested plans are equally useful with younger students. Some of the job-seeking hints may be used in application for specific jobs, such as caddying, store work, ushering at school entertainments, etc. A 1941 book has been written specifically for school use: [14] *Fitting Yourself for Business; What the Employer Wants Beyond Skills*, by Elizabeth Gregg MacGibbon. Many questions, topics for discussion, and practical projects are suggested at the end of each of the following chapters:

### *Blueprinting the Business Field*

- Planning your business life
- Jobs for beginners
- Other beginning jobs
- What business wants in skills and abilities

### *Help Wanted: Position Filled*

- How to get interviews
- Rehearse your part in the interview
- Does your appearance rate a job?
- The interview
- Writing letters of application

### *What the Employer Wants on the Job*

- Making good on the job
- Getting along with others
- Dress and grooming on the job
- Stepping up to a better job
- Managing your income
- Personality in business
- Self-organization for success

A second book addressed to youth of high school age is [12] *The Seven Keys to Getting and Holding a Job*. Summarizing their admonitions and adjurations under the heading of seven keys, the sales manager of the New York Telephone Company and the personnel assistant of the National City Bank of New York discuss the principles that will assist job-seekers. Assignments are suggested at the end of each chapter to enable pupils more effectively to turn each key: "Believe in yourself, know yourself, know your market, pass inspection, get yourself in, the interview, and make your job a career."

## *2. Booklets on Seeking Employment*

Schools and other youth-serving agencies have issued many booklets giving suggestions to youthful job-hunters, addresses of local placement agencies, and information about obtaining a social security number. They make excellent material for group discussion. Some examples of these publications, many of which are available on an exchange basis, are:

*How to Hunt a Job*. Oakland Vocational Schools, Oakland, California, 1938.

- How to Get a Job — Things to Remember.* Dept. of Research and Guidance, Atlanta Public Schools, 1940.
- So You Want a Job.* Business Leaders' Club, Reitz High School, Evansville, Indiana, 1941.
- The High School Graduate Faces the Future.* Division of Instruction, Minneapolis Public Schools, 1940. 5¢
- The Intelligent Job Seeker's Guide Book.* Ralph Gallagher, Supervisor of Guidance in Secondary Schools. Elizabeth, New Jersey, 1940. 50¢
- Are You Looking for a Job?* Abraham Clark High School, Roselle, N.Y., 1938. 20¢
- High School, Then What?* Rochester, N.Y., Board of Education. Dept. of Vocational Guidance. 5¢
- What You Should Know About Finding, Getting and Keeping a Job.* Brooklyn High School for Specialty Trades, New York City, 1940.
- Your Job.* Department of Vocational Guidance, Boston Public Schools, Boston, Mass., 1939.
- Your Job, Getting It and Growing in It.* Bowmar Carson. Published by Columbia University Press for the National Broadcasting Company, 1940. 25¢
- Your Job Is Getting a Job.* Counseling Service for Juniors, Westchester County Children's Association, 8 Church Street, White Plains, N.Y., 1940.

Examples of booklets published by colleges for use of seniors are:

- The College Senior Seeks a Job.* The Wisconsin Alumni Association, Madison, Wisconsin, 1939.
- Looking Ahead.* Radcliffe College Appointment Bureau, Cambridge, Massachusetts, 1940. 15¢
- Suggestions for Your Campaign for a Job.* New York University, School of Commerce, Accounts, and Finance, 1940.

A booklet which describes certain desirable personal characteristics with special reference to job success in business or industry is:

- Wanted: A Job! — A Statement of Personal Characteristics Necessary for Job Success.* Prepared by a Conference of Business and Industrial Personnel Officers, American Council on Education, Washington, D.C., 1940. 5¢

As a preparation for this booklet the American Council on Education called together a group of business and industrial personnel leaders. They were asked to give students a brief, direct statement of the personal qualities most essential for and most desired by modern industry and to define these qualities in such



a way as to aid students and institutions throughout the period of education and training. The statement gives students an indication of what later may be expected of them and provides them with motives for an all-important part of education, their personal development.

In discussing initiative, for example, the following suggestion is given:

Initiative can be a two-bladed sword! Charles F. Kettering once said that he was much interested in the initiative of young employees, but he was also interested in their "finishative." He meant, in other words, "Do they carry through to completion their new ideas?" The concept of "finishative" can make creative plans meaningful and useful.

This five-cent booklet contains the judgment of influential employers. It is prepared under the auspices of the Committee on Occupational Training and Vocational Adjustment of the American Council on Education by a conference of twenty personnel and employment officers representing national business and industrial concerns, such as Eastman Kodak Company, General Electric Company, American Telephone and Telegraph Company, Western Electric Company, Socony-Vacuum Oil Company, International Business Machines Corporation, General Motors Corporation, and Goodyear Tire and Rubber Company.

The following suggested rating scale of personal characteristics which the business and industrial personnel leaders believe are important for job success concludes the booklet:

	<i>Seriously Below</i>	<i>Below Usual</i>	<i>Usual</i>	<i>Above Usual</i>	<i>Out- stand- ing</i>	<i>Basis for this Rating</i>
Character						
Enjoyment of work						
Initiative						
Mental alertness						
Judgment						
Getting along with people						
Health						
Appearance and manner						
Ambition and objective						
Social and community responsibility						

Community organizations sometimes publish leaflets which give practical advice to youth who are preparing for work; such as:

*From Books to Business*, prepared by the Transcription Supervisors' Association of New York City, containing a composite application form, a personality chart, discussion of interview etiquette, and general advice to the student and the novice in the business world. Transcription Supervisors' Association of New York City, 4624 Grand Central Terminal Building, 1940. 25¢

*Will You Be in the Market for a Job?* A series of six leaflets published by the Kiwanis Club of Newark, N.J., and the Essex County Junior Employment Service, calling attention to the importance of planning for, and the factors involved in, satisfactory occupational adjustment.

*Your Job; How To Find It; How To Hold It.* Jewish Vocational Service, Chicago, and B'nai B'rith Vocational Service Bureau, Washington, D.C., 1940. 10¢

Some business firms distribute booklets which may be obtained free of charge. Examples are:

*That Job You Are After.* By W. C. Ackerly, Personnel Office, N.Y. Stock Exchange.

*Do's and Don't's for Job Seekers.* Chicago Tribune, Chicago, Illinois.

*Your Road to Employment.* Fuller Brush Co., Hartford, Connecticut.

*Finding Your Next Job.* Home Owners Loan Corporation, Washington, D.C.

Examples of publications of branches of the United States Employment Service are:

*How to Get a Job.* District of Columbia Employment Center of the United States Employment Service, City of Washington, D.C. 1939.

*Stepping Stones.* Pennsylvania State Employment Service, Harrisburg, Pennsylvania, 1940.

*"Hustle While You Wait" for a Job* Junior Counseling Service of the California State Dept. of Employment, San Francisco, California.

This last-named booklet contains practical suggestions which have been successful in helping young people find jobs. It also summarizes directions for preparing a personal inventory sheet, studying trends of opportunities, preparing for the interview, behavior at the interview and post-interview conduct.

A monograph, [6] *How to Get the Job*, by Mitchell Dreese,

gives many helpful hints and practical suggestions on methods of securing desired jobs. It is addressed primarily to youth who are approaching the job market and wish to improve their job-finding campaigns.

### 3. Magazine Articles

Stimulation for student discussion can be derived from current magazine articles dealing with getting and holding a job. Students should be on the alert to locate these, to examine them critically, to bring them to class for discussion, and to file them for future reference. Illustrations are:

- "Finding Your Job." *Building America*, April 1940. Contains excellent pictures, graphs, and interesting comments. 30¢
- "Getting a Job: a manual of information, suggestions, and ideas for graduating high-school seniors." Clarence W. Failor. *The Clearing House*, March 1941.
- "Helping Yourself to a Job." By E M Billings, Eastman Kodak Co. *News Edition, American Chemical Society*, Vol. 18, pp. 1040-41, Nov. 25, 1940.
- "How to Find the Right Job." Weekly feature in "*This Week*," March-April 1940.
- "How to Get Ready for Your Job." Seven weekly articles by Walter Pitkin in *Liberty*, beginning April 20, 1940.
- "Pick Your Job and Land It" Twenty monthly articles in the *Business Education World* written by Sidney W. Edlund for high school students September to June, 1939-1941.

A reprint of ten articles by S. W. Edlund may be obtained from *The Business Education World*, 270 Madison Avenue, New York City, at a cost of twenty cents. The articles originally appeared as the steps high school pupils need to take in their quest for jobs:

- (1) Know what you want to do.
- (2) Dig out your hidden assets.
- (3) Plan a sales campaign to get the job you want.
- (4) Plan to reach enough prospects.
- (5) Plan for each interview.
- (6) Follow up your prospects.
- (7) Offer a service instead of asking for a job.
- (8) To get attention, be different.
- (9) Turn your liabilities into assets
- (10) Make the most of the job you land.

A second series in 1940-1941 in the same magazine describes the first steps in starting a man-marketing clinic in a school, shows how the same techniques — participation, planning, and persistent effort — may be applied by students interested in finding work, and suggests that in every community there are capable citizens who are willing to help students bridge the gap between school and business.

#### *4. Preparation of Manuals*

Some schools prepare booklets on seeking employment with the co-operation of local business and industrial personnel men. These manuals are distributed to each graduating senior who plans to look for work and they are used in connection with a series of job-hunting seminars or job clinics. An example of this kind of project completed with the assistance of six Poughkeepsie employers, at Poughkeepsie, New York, may be found in the magazine article, "Getting a Job — A Manual of Information, Suggestions, and Ideas for Graduating High School Seniors," by Clarence W. Failor in *The Clearing House*, March 1941.

Subscribers have permission to mimeograph the material for distribution to the pupils in their school systems. The addition of suggestions of personnel directors and employers of the community will enhance the value of the material for local use and add to the interest of both employers and youth.

#### *5. Radio Programs*

Some radio programs center around the topic of job-getting, such as the series "Let's Go To Work," sponsored by the Fuller Brush Company; "This Job of Getting a Job," presented by the Westchester County, New York, Children's Association; "Diplomas and Jobs," broadcast by New York University. Scripts for some of these broadcasts on applying for jobs are available in script libraries and from the Education Radio Script and Transcription Exchange, Office of Education, Washington, D.C. They are especially useful for dramatization.

#### *6. Recordings*

A series of phonograph recordings entitled "Tips for Job-Seekers" has been made at the University of Denver under the

direction of John T. Lynch, chairman of the Department of Management, Marketing, and Advertising, and Roscoe K. Stockton, head of the Radio Department. Titles of the first three records are "How To Get To Meet Your Future Boss," "How To Get The Job That Pays," and "How To Lose Your First Job."

A record, "Applying for a Secretarial Position," has been produced by the Gregg Publishing Company under the supervision and direction of the RCA Manufacturing Company, for use in secretarial training courses. This dramatizes suggestions on how to talk to the receptionist in an employment office, how to answer the usual questions asked by employment interviewers, a complete employment interview, and how to terminate the interview.

Other recordings are discussed in the chapter on radio.

## 7. Motion Pictures

In the field of motion pictures, several films are available which are useful for introducing a group discussion on this topic. The Society for Visual Education, Inc., Chicago, Illinois, distributes two filmstrips entitled: *How to Apply For, Win and Advance on the Job*, and *Your Job — Are You Preparing For It?*

Vocational Guidance Films, Inc., Des Moines, Iowa, issues two 16 mm. sound films with teachers' guides: *Finding Your Life Work* and *Getting and Holding a Job*.

A silent 16 mm. two-reel film, *How To Hunt a Job*, may be rented for \$2.00 from the University of California Extension Division, Department of Visual Instruction, 301 California Hall, Berkeley, California, and 815 South Hill Street, Los Angeles. The time required is 25 minutes. The film covers planning the campaign, Social Security registration, U.S. Employment Service, commercial employment agencies, classified newspaper advertisements, civil service, organization agencies, application leads, direct application, and general suggestions such as the importance of making a good impression during an interview. The film was produced by the Department of Occupational Adjustment and the Department of Visual Education of the Oakland Public Schools.

Another two-reel film, available from the same source, *What About Jobs*, gives three fundamentals of job-seeking: securing the advice of experts in the line of work selected; developing a pleasing personality; and thorough preparation including school-

ing, practical training, extracurricular activities, and sports. It also stresses the advantage of training along a specific line, right attitudes, the application, and the interview.

A film which deals with proper and improper techniques of seeking employment is *I Want a Job*, available in cinecolor or regular black and white 16 mm. sound film, produced by Forum Films, Inc., 8913 Sunset Blvd., Los Angeles, California.

*I Want a Job* concerns an intelligent and honest young man who has lost his first job as a result of a merger. When he turns despondently to his family for advice, his uncle, a retired businessman, suggests new ideas and personal improvements which should aid him in finding work.

Together they look through the daily paper, and when they find a news item stating that a certain corporation has recently purchased important patents, the uncle tells George that this company will surely expand and need more help. He offers suggestions on manner, appearance, attitude, and presentation of what he has to offer the prospective employer.

Some time later, George enters the office of the corporation. There are a number of other young persons applying for positions, and as George fills out his application form and awaits his turn, the scene is shifted to the office of the personnel manager, where several applicants are interviewed. When George is shown in, he puts into effect the advice given him. After this interview, the narrator and personnel manager discuss each applicant.

Although the audience is given to understand that the company definitely needs additional employees, the decision is left to the classroom with the final question, "Which of these applicants would you employ?" Thus the motion picture easily and naturally introduces class discussion.

A teacher's handbook accompanies the film.

In Portland, Oregon, the Kiwanis Club sponsored the making of a motion picture, *How to Ask for a Job*. In it boys and girls from each Portland high school are shown going to local business offices and asking for work, demonstrating both correct and incorrect procedures.

### 8. Dramatization

The use of dramatizations completes the picture in a way which parallels closely what actually happens in interviewing

applicants. Instead of reducing the subject to a statement of abstract guides and principles, the drama can include the by-play, adroit questioning, and oral sparring of personalities in action over the conference table.

The film described in the foregoing section, *I Want a Job*, is an adaptation of the drama, "College Bread," taken from the book *Key\$ and Cue\$; Business Plays*, by Bruce Allyn Findlay and Esther B. Findlay. A class could dramatize the skit and then see the motion picture to compare versions. Another class might use the printed version to re-enact the drama after observing the film.

A one-act play of similar content is "Flops A-Plenty or Ten Try But Two Are Chosen" published by McKnight and McKnight, at a cost of \$3.75 for fifteen copies.

A royalty play, "He Got the Job — A Comedy in One Act," by Charlton Andrews, is distributed by Samuel French at a cost of 35¢ a copy. In a business office setting, three applicants are followed by one who is personable, well mannered, and at ease, in sharp contrast with the first three.

A play, written primarily for delivery over the radio but which may be easily adapted to an assembly or a commercial club program, is "Office Jobs for the Business Graduate" by Arnold E. Schneider, State Teachers College, St. Cloud, Minnesota, published in *The Balance Sheet*, October 1941. This play contains employment interviews as well as discussion of the selection procedure.

Included in [13] *The Strategy of Job-Finding* are two dramatic sketches on interview technique: "The Interview That Lacked Punch," and "The Interview That Clicked."

A play which was written and produced by office managers and which provides an excellent example of interviewing procedures in the selection of secretaries is "Wanted — a Secretary." This is a collaborated dramatization of present-day employment, personnel, and hiring procedure by the employers of large numbers of office workers: L. H. Brigham, American Optical Company, C. H. Mosher, Liberty Mutual Insurance Company, Miss S. R. Peters, Peters Employment Service, and T. R. Sullivan, Dennison Mfg. Company.

This one-act play was dramatized before the New England Chapter of the National Office Management Association and the final scenes are published in the *N.O.M.A. Forum*, December

1935. Prospective secretaries are interviewed. A discussion between the personnel and office managers of the respective qualifications of two applicants shows what employers look for in the selection of their secretaries.

These or similar dramatizations, if enacted by students of a business class, will open their eyes to the many questions that may be asked by a prospective employer, will enlighten young people concerning the considerations they should weigh in formulating occupational objectives, and will give them patterns which will assist them later in solving their job-seeking problems.

### *9. Talks*

To supplement a unit in job-finding, many schools arrange for a series of talks by representatives of the U.S. Employment Service, social-service employment offices, and industrial personnel managers. Some topics frequently discussed are:

- Jobs which young people in this community are getting
- Defining your assets
- Preparing for the application
- What an employer looks for in an application
- The kind of employees employers want
- Dress, make-up, personal appearance
- How to sell your skill
- Personality in business

In these talks, emphasis may be upon the applicant's study of a prospective employer fully as much as upon the study of the applicant's qualifications by the employer. Pupils should be urged to seek the long-term opportunity rather than to make the mistake of exercising undue concern about the initial wage. The prospective worker should be advised to study the prospective employer's record, to investigate the company's policies, including its attitude toward the progress of employees and its interest in their general welfare and development. He must be reminded to look for conditions favorable to learning and growth.

Applicants should be told to prepare themselves for the fact that most employment interviewers, either directly or indirectly, will want the answers to three important questions: first, why did the youth come to this particular company; second, what abilities or skills does he possess; third, what are his leisure-time interests?



Edgerton emphasizes the importance of leisure-time pursuits in individual adjustment \*:

It is found that occupational proficiency depends not alone upon productive service, but likewise upon satisfactory health status, personal happiness, home life, civic interest, and recreational activity. Not only does the employer now specify certain degrees of physical health and co-ordination, but he also expresses an active concern about the recreational and hobby interests of his employees. In fact, present-day youth must recognize that the employer is becoming more and more interested in "what the employee does when he has nothing to do."

### 10. Posters

Posters will not be omitted from the devices to teach youth how to go about getting a job.

A set of three placards giving principles and steps to get a job, each 18- by 24-inch mounted photostats, with stiff backing, may be purchased for bulletin board display at a cost of \$2.50 from Sidney Edlund, Man Marketing Clinic, Engineering Club Building, New York City. These can be used for starting discussion of these points, elaborated in [7] *Pick Your Job and Land It*:

#### STEPS TO GET YOUR JOB

- (1) Determine what you want to do.
- (2) Dig out your hidden assets for such work.
- (3) Plan an adequate campaign.
- (4) Present yourself properly to a sufficient number of logical prospects:
  - (a) Where you are now working
  - (b) Where you have previously worked
  - (c) Friends
  - (d) Employment agencies
  - (e) Other clearinghouses for jobs
  - (f) Help-wanted ads
  - (g) Position-wanted ads
  - (h) Shotgun application letters
  - (i) Rifle approach
  - (j) Cold calls
- (5) Plan for each interview.
- (6) Follow up prospects.

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\* Edgerton, A. H. "Guidance in Transition from School to Community Life" *Guidance in Educational Institutions — Thirty-Seventh Yearbook*, Part I., p. 238 National Society for the Study of Education, 1938.

#### FOLLOW THESE PRINCIPLES

- (1) Offer a service instead of asking for a job.
- (2) Appeal to the self-interest of your prospect.
- (3) Be specific as to:
  - (a) Job you want
  - (b) Your qualifications
  - (c) Results achieved
- (4) Be different.
- (5) Be sincere.
- (6) Turn liabilities into assets.

Two pictorial charts called "Grooming for the Job" are available free of charge from Bristol Myers, Hillside, N.J., the makers of "Mum" Deodorant. These are excellent posters calling attention to good grooming and neat appearance as assets when searching for jobs in competition with many other applicants. See also the appearance check-up mirror device in the photograph numbered 34.

#### 11. *Letters of Application*

A letter of application normally precedes an interview with the employer or personnel officer. An applicant may attract favorable attention through a brief, well-written letter, accompanied by a neatly prepared outline of his qualifications. The letter should indicate that he has given some study to the organization wherein he desires employment and should include pertinent information concerning his education and training in concise outline or report form.

Previous to writing original letters, shorthand classes may transcribe the application letters given in the books listed in the bibliography at the end of this chapter. Likewise, typewriting classes have no dearth of material for this kind of exercise. Selecting and copying letters which show ingenuity and resourcefulness, followed by practice in writing letters and attractively arranging the qualification sheets, will enable the pupil to make a better beginning in his quest for the work he desires.

*Write for the Job and Get It*, by James M. Thompson, head of the Department of Commerce, Eastern Illinois State Teachers College, Charleston, is one of the many guides to the correct method of writing the application letter, which is in many cases the hinge upon which success or failure turns. This handbook

outlines the function of each letter in the procedure; points out the elements essential to success; sets up warnings against features that lead to unfavorable impressions; and illustrates in complete detail a procedure of correct application writing from the first communication to the preparation for the interview. (South-Western Publishing Co., 1940.)

In the Metropolitan Vocational High School, New York City, Mr. Manning Bleich has successfully used the device of securing letters of application from local business offices and distributing these to the class for criticism. Names and addresses may be cut off. In a small community where the contents of the letters would identify acquaintances, it would be desirable to seek such letters from another city or state.

## *12. Practice Interviews*

In preparing pupils for the interview, it must be borne in mind that sincerity and naturalness are desired by the personnel officer. He wants to feel that the applicant is answering his questions frankly and openly and is not acting a part for which he has been rehearsed. The superficiality of a preliminary coached interview is readily apparent to an experienced interviewer. The personal element enters into an interview with unpredictable force and cannot be entirely prepared for.

However, many schools make arrangements to have members of classes participate in actual practice interviews. A local businessman, personnel manager, employment manager, or industrial executive is induced to serve as an interviewer, seated at the desk in front of the classroom. One at a time, members of the group may be admitted from outside the room, as if they were entering a business office. In the presence of the class, the pupil then conducts a practice interview with the business executive, after which he is given a chance to hear constructive criticisms of the manner in which he attempts to sell his services. At subsequent practice interviews, he is given an opportunity to correct these defects and to improve upon his presentation. Sometimes members of the audience and other personnel men from local companies rate the candidates on prepared score sheets.

In the Benson Polytechnic School, Portland, Oregon, each senior enrolls in a course on methods of job locating and job getting. A special motion picture has been made which shows

correct and incorrect methods. Business and professional men volunteer their services to interview the seniors and fill out cards relative to each interview, giving reactions to aptitudes and qualifications in the particular fields covered. These reports are given to the counselor, who uses them as the basis for conferences with the seniors.

These practice interviews will help emphasize the details which interviewers claim are most commonly overlooked or unheeded by applicants: good grooming, appropriate clothes, a mouth free from gum, a friendly yet dignified approach, a clear voice, a co-operative and courteous manner, a readiness and willingness to discuss his qualifications unhesitatingly, and ability to discuss basic principles of the chosen field of work. A student should understand that if he is given an opportunity to ask questions during the interview, the purposefulness of his inquiries will reflect his potential value to the employer, as the personnel officer has the responsibility for finding the best candidate available for the job.

### *13. Practice Filling Out Application Forms*

Personnel and office managers often complain about the inefficient manner in which applicants fill out application forms. They state that schools cannot overemphasize the importance of filling out the forms carefully and completely. A carelessly prepared application quickly discredits and disqualifies an applicant to such an extent that he is not given the opportunity for an interview. Business expects that the application form will not contain misspelled words, ink stains, blotchy erasures, grammatical errors, unanswered or incompletely answered questions.

Application forms are generally designed to follow a general pattern. The questions are prepared to reveal the following particulars: personal data such as name, address, marital status, age, health; education and training; scholastic honors and school activities; employment during summer vacations and other periods out of school; references; and type of work desired.

If actual forms cannot be obtained from employers in the community, mimeographed copies may be prepared. For an example of a composite application form, see *From Books to Business*, mentioned on page 350.

"A Composite Application Blank" is published in *The Busi-*

ness *Education World*, January 1941, which lists numerous questions selected from fifteen actual application forms. These give an idea of kinds of information the prospective employer desires and would provide practice in presenting pertinent information on an application form.

Several application forms are reproduced in [8] *Your High School Record; Does It Count?* The four-page composite application form used for practice in Chicago high schools is published in *First Principles of Business* (D. C. Heath and Company, 1944).

#### 14. *Experiences in Job-Seeking*

An interesting practice which gives experiences in job-seeking is reported in the *Bulletin* of the National Association of Secondary-School Principals, October 1940: In the Wheat Ridge, Colorado, High School, a "job system" gives pupils experience in applying for and holding jobs in all types of school activities. Ninety per cent of the pupils participate in the system. A prospective job holder fills out an application form. He then secures his sponsor's signature on the blank, which serves as a character reference and signifies that the teacher believes him capable of holding the position satisfactorily. The Social Service Commission, which is elected by the student body, considers each application on the basis of experience and opportunity. Appointments are made for one semester only, to give as much experience as possible in applying for work.

For giving experience in employment interviewing, the writer enlists the co-operation of the service clubs. They select two of their members to give assembly talks on the subjects, "How to Get a Job," and "How We Select Our Employees." Following these talks, each member of the office-practice and typewriting classes selects one of the books on the subject of job-seeking from which to type a "book brief." Pupils also select one of the booklets on this subject to copy in its entirety, for rapid typewriting practice for credit as "quantity typewriting." The service club members agree to assist, whenever they are preparing to add a clerical worker to their staffs. They send a junior executive to the school to interview a large number of pupils from whom to select six or eight who are asked to report to the business or industrial office to interview the personnel manager.

This serves as a "weeding out" process for industry, gives the

feeling that likely prospective candidates are not overlooked, and makes it possible to interview many pupils in a short time. This method gives the pupils, not a practice, but a purposeful interview. It puts into application some of the theories presented in the books and discussions.

On some occasions the instructor announces that all pupils who have earned their eighty-word-a-minute transcription certificate or their Order of Artistic Typing certificate may arrange for the interview. In this manner, the plan is democratic and accentuates the high quality of work that instructors constantly strive to obtain.

These interviews are held in the office of the business education department and help to give it a businesslike atmosphere. Pupils usually report that they enjoyed the interview and look forward to meeting the personnel managers. When one of the group is selected for the position, however, the others indulge in some reflective thinking.

Employers will co-operate very generously in this matter, even sending a representative to select a worker for part-time or temporary work, if they feel that the school, too, is making an effort to give youth instruction in ways of finding employment. A representative from the National Association of Manufacturers\* emphatically endorsed the co-operation of employers and schools at a meeting of the National Vocational Guidance Association. He declared that everyone in industry has been impressed with the helplessness of the average youth seeking his first job and that employers would be glad to co-operate with schools in showing youth how to go about getting work.

### ASSIGNMENTS FOR PUPILS

1. Prepare scripts for dramatization of interviews, which will demonstrate desirable attitudes, suitable dress, and good and poor approaches.
2. Ask instructor to conduct a student job clinic, modeled after the "Man Marketing Clinic." Prepare a written sales presentation of what you have to offer. If a clinic similar to the "Man Marketing Clinic" is being conducted in your vicinity, arrange to visit it.
3. As an expansion of the "Man Marketing Clinic," the Edlunds invite correspondence from responsible individuals and organizations

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\* Fisher, R. E. "The San Francisco Convention." *Occupations, the Vocational Guidance Magazine*, pp. 527-8. April 1942.

interested in forming a similar conference in their community. Ask some business or executive club in your city to secure these suggestions and sponsor an employment clinic for your class.

4. Ask a local employer if he will conduct a series of demonstration interviews with members of the class, for practice and discussion of desirable attitudes and successful presentations.

5. Prepare a "sales-kit" with which you might sell your services as receptionist for some school function or as messenger to the principal or other school official. Draft an experience record and qualification sheet which properly describes you and your ability. Compose your letter of application and the letters you would send to those whose names you have given as reference asking for recommendations. Include a follow-up letter of application. Be specific; spotlight concrete achievements in a well-arranged work record.

6. Investigate "Get Ready for a Job" clubs in other schools and report to the class. Report, also, on some of the activities recorded in the bulletin which is out of print but may be in your library, *Finding Jobs*, prepared by the Committee on Youth Problems, U.S. Department of the Interior.

7. Report on some novel job-making ideas such as those given in the book, *So You're Going to College*, or in such articles as, "Think Your Way to a Job," in *The Rotarian*, October 1939; or "They Group to Conquer" in the November 1940 issue of *The Rotarian*; and the "Mind Your Own Business" series in *Vocational Trends*.

8. Practice filling out application forms and ask for criticisms on neatness, legibility, completeness, conciseness, and accuracy.

9. Plan a campaign to sell your services as reporter on a school paper, assistant at some school function, or helper on some faculty or school project. See if you can carry out your planned procedure and obtain experience. Consider: What have you to sell? Where can you sell it? How can you sell it? Apply for the work.

10. Select a newspaper help-wanted ad and write an answer to it.

11. Students in the graduating class may wish to make application for positions advertised in the newspapers, utilizing the suggestions given in the books and booklets on job-finding. Report to the class on the procedures you followed in making applications and the conditions encountered.

12. Report on the application interview described in some biography, such as *I Was Winston Churchill's Private Secretary* or *Joseph Pulitzer, Reminiscences of a Secretary* or *Shirley Clayton, Secretary*.

13. Using "Your Job Is Getting a Job," distributed by the Counseling Service for Juniors, Westchester County Children's Association, White Plains, New York, as the basis for a school bulletin to be given to those leaving school, plan the addition of local addresses of state employment services and current books.

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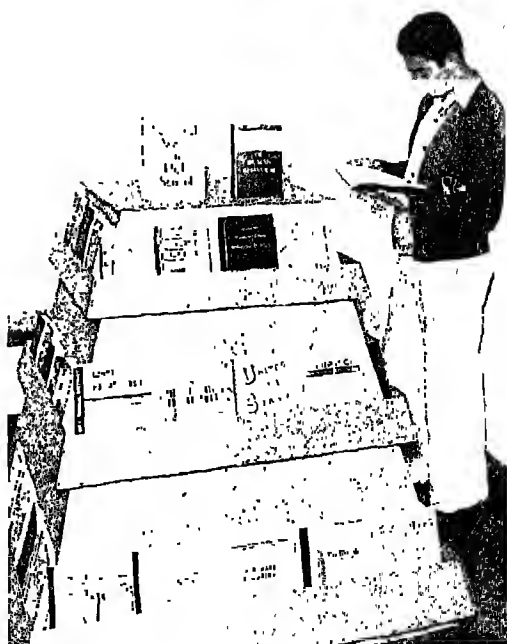
40 A stenography-room bulletin board devised by stapling cardboard on two discarded calendars. Fountain pen in hand, the youth contemplates choice of work West Bend, Wisconsin.



41. Vocational alcove Manhasset, Long Island. (P 217)



42 A student-designed poster urges the counselor and youth to investigate occupations. Tilden Technical High School, Chicago.



43. Collapsible display rack for exhibiting occupational information. The four sides of plywood are held together by hooks and screw eyes at the top and bottom. The square top merely rests in place. Los Angeles City Schools.

## XXII

### Individual Assistance in Tryout, Placement, and Follow-up

#### A. DIRECTING VOCATIONAL TRYOUTS

A HIGHLY important phase of training for occupational competency and of effecting the transition between school and work is the provision for tryout experiences. Even a very small amount of work in an occupation may result in a more realistic view of it than can be gained from books and lectures. It may also play a leading role in the drama of self-discovery. Among the values of firsthand work experiences are the following:

1. They help the pupil to appraise his own capacities, interests, and preferences.
2. They help the pupil to survey the needs and opportunities for employment
3. They provide the occasion to supply the vocational guidance appropriate to the tempo and characteristics of the ever-changing occupational scene.
4. They place an emphasis on meaningful experience instead of confining school work to the accumulation of knowledge.
5. They familiarize students with the realities of actual working situations
6. They give the school information which will enable it to make its instruction more practical.
7. Later assignments, when approached from the viewpoint of the prospective vocation, take on richer meanings to both pupil and instructor.
8. Association with workers offers the keys to enthusiasm and zeal for further effort and study. The result is added satisfaction to the pupil in his school work and a consequent greater degree of success in his vocation.

Nothing in the plan of tryout should give approval of exploitive child labor, curtailment of educational opportunity, or the use of youth in occupations in competition with adult employment. As the opportunities to try out and develop capacities for clerical and office work usually are of short duration, the questions of compensation or competition with adult employees do not arise.

The Fair Labor Standards Act enacted by the Federal Government in 1938 requires that employees who are engaged in interstate commerce or the production of goods for interstate commerce be paid wages by the employer at not less than thirty cents per hour. An opinion secured from the Federal Government states that youths who perform actual service would come under this act while those who are merely observers would not. As many local businesses are not engaged in interstate commerce, this act does not seriously limit the tryout program. Furthermore, special certificates may be secured from the Administrator under Section 14 of the Act authorizing employment of the pupil as a learner at a wage below the statutory minimum.

It is necessary also for the school to acquaint itself with the labor laws of its state with reference to children. In some states the laws are such as not to limit the program in any way. In others it may be necessary to secure the approval of the Labor and Industries Department on the grounds that this is a learning experience and not regular employment. In still others it may be necessary to limit the tryout experiences to observation only.

In many communities where tryout programs have been established considerable care has been exercised to insure that labor unions fully understand the program. In almost every case the union not only has offered no objection but has been very helpful in promoting the program and assisting the pupils. This cooperation has been secured by interviewing labor leaders, talking before labor organizations, and having representatives from the unions on the committee that is working out the program.\*

There is an increasingly large number of tryout plans described in the educational literature:

Fort Atkinson, Wis. For years it has been the custom during the second semester for our commercial students to work afternoons for two weeks at a time in the offices of various business places in the town. The students receive no remuneration for this work — it is felt that the contacts established and the attention and help given them more than balance up the situation. The students are thankful for the experience, for they will never have the terrible dread of the personal application nor the first day on the job . . . — *Business Education World*, page 13 September 1941

Rock Island, Ill. Local businessmen take the students in the office practice class for seniors into their offices one-half day for two weeks.

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\* Bohle, James H. *Exploratory or Tryout Experiences*. Kiwanis International, 1940.

The pupils work either in the morning or the afternoon, as best suits the businessmen, without pay. Before they are sent out to work, office technique, personal appearance, manners, personality, and courtesy are discussed. They are taught how to approach the employer when reporting for work. In their work they become acquainted with office routine under real situations. The results of this experience pleased both pupils and businessmen. — *Promising Practices in Secondary Education*, Bulletin of National Association of Secondary-School Principals, page 11. Number 92, October 1940

Manhattan, Kansas. As a part of the course in the occupations class, pupils work in various places of business in the town. They generally work for an hour and a half after school for several weeks during the year. This gives the pupils firsthand information and experience on how the various places of business are managed and some idea of the work the employees do, the working conditions, and the type of people employed. — *Promising Practices in Secondary Education*, Bulletin of National Association of Secondary-School Principals, page 66. Number 92, October 1940

Mt. Diablo, Calif. In the second semester of the senior year, the courses in secretarial and general office practice include what has been called "co-operative training." Each student is required to spend between sixty and seventy hours on a job which is arranged for by the instructor. In the past they have worked on Saturdays, after school, or in vacation periods in insurance and law offices, banks, and industrial plants. "For the past few years," says the principal, "we have arranged for a more concentrated form of work. We arrange with all teachers to excuse these students for a period of three school days preceding the spring vacation. They are then placed on jobs by the instructor for these three days and for the vacation week. We ask for a definite report on each one from the person in charge of the plant or office. This report is sent to me in writing and it is confidential, frank, and constructive. The students are not paid. We have had enthusiastic interest on the part of the students and fine co-operation from employers. Many of our students have secured permanent positions through the contacts which they have made in the course of their co-operative work under supervision. Since we have included salesmanship in our commercial course this year, some of our students will be placed on selling jobs for their required experience." — *Schools and Manpower*, page 79. Twenty-first Yearbook. American Association of School Administrators, 1943

Wyandotte High School, Kansas City, Kansas. A thorough start has been made toward giving work experience to all pupils enrolled in the commercial department. Nearly one hundred students are divided into three groups which work afternoons and Saturday without pay in various offices and business houses in the community. One

group works during February; the second group, during March; and the third, in April. To receive this experience, which is sponsored jointly by the school and the Business and Professional Women's Club, a student must have permission from his parents and have at least average marks in his subjects . . . Work experience for pupils enrolled in retail selling has been provided co-operatively by the school, the chamber of commerce, and the Retail Merchants' Association. Plans were under way (March 1942) to provide similar experience in automobile mechanics and ultimately in a large number of occupations in the city — *Schools and Manpower*, page 52. Twenty-first Year-book. American Association of School Administrators, 1943

In some schools, vocational experience is given to seniors during the second semester. Each Wednesday for the fifteen weeks, each pupil reports for work to the same office to which he has been assigned for the term. He works throughout the business day and is expected to conduct himself as an actual employee, doing all the tasks assigned to the best of his ability and assuming all the responsibility that goes with the assignments.

The pupils commonly report that the most valuable gain is seeing in practical application the many precepts given them in the classroom or textbook, which were accepted by them at that time as purely academic. It gratifies them to see the theories expounded by their instructors become realities. It makes them take an entirely different attitude when they return to classes each week, more mature, more purposeful, and they apply themselves to their work with a far greater enthusiasm and interest.

In many schools advanced business students volunteer or are assigned to work for faculty members and the school offices to assist with clerical, stenographic, and secretarial work. They also obtain some practice in working for school and civic organizations.

For many years the writer has arranged for each member of the senior stenography class to spend an hour a day for two weeks in one of the school offices and to spend two weeks after school in both a large and a small business office. Members of the service clubs co-operate in arranging for these tryout and exploratory experiences. A report chart, given on page 385, provides for the suggestions, criticisms, and ratings of their supervisors in the business offices.

Many pupils have their interest in office work increased by these trial work periods in business offices. They observe busi-

ness procedures and business conduct. They experience the stimulation and motivation that come from knowing that the work done will be used. Their reports, in which they summarize and evaluate their exploratory experiences, include comments like the following:

"I wrote four letters in shorthand and it was easy! It was so hard to get that eighty-word-a-minute certificate, but this was easy!"

"I discovered that an office is a friendly place. I thought it would be dull and formal, where everyone worked every minute."

### *The Co-operative and Diversified-Occupations Programs*

The co-operative plan closely follows Antioch College's method of requiring students to spend approximately half their undergraduate time on the college campus, studying under a well-balanced academic program, and to spend the other half in regular employment in industry, in business, in laboratories, or in schools. Under the co-operative plan, students usually work in pairs, with one at work and the other in school on alternate weeks.

In the communities where employers are co-operating with schools in these programs, they have accepted the responsibility from the standpoint of their duty, as citizens, to provide an opportunity for youth to prepare for useful employment. They agree to give fundamental training in the vocation, to make periodic reports concerning the pupils' progress, and not to use pupils to replace regular employees. The co-operative system of providing vocational experiences has been developed over many years by Dean Schneider of the College of Engineering and Commerce, University of Cincinnati. More recently there has been some effort in this direction by vocational and secondary schools.

In Wilmington, Delaware, High School, more than one hundred young people are placed each semester for part-time work experiences in local business offices. The commercial majors enter business offices after the middle of the senior year, spending alternate two-week periods in school and in employment. Through the services of a co-ordinator, the school assists in finding openings and supervising the pupil's work. Regular progress reports made by both pupil and employer are used in vocational guidance. That the plan as a medium of placement suggests the wisdom of strengthening such training activities is attested by the fact that during the years when unemployment was high (1937-38) ap-

proximately 85 per cent of the co-operative graduates found full-time employment before September first.

After trying a co-operative work-study plan for six years, the superintendent of schools of Aberdeen, South Dakota, reported that the plan had passed the stage of experimentation and was definitely established as a fundamental part of the high school program.\* According to this plan, the pupil attends school in the forenoon and works in a business establishment in the afternoon. Six years after the plan was put into operation, it was computed that 76 per cent of the graduates who had participated in the co-operative training program had found permanent employment in the vocation for which they were trained, and 92 per cent of the graduates from the commercial or business-education curriculum had obtained regular work.

A student-employer agreement, given below,\* has eliminated many items of misunderstanding among the employer, the student, and school officials:

#### STUDENT-EMPLOYER AGREEMENT

I, \_\_\_\_\_, acting as employer, do fully understand and agree to the following:

First, to show my willingness to teach the student my trade or business as circumstances permit, and in so far as possible route him through the different jobs of this particular business.

Second, to have said student under my training for twenty hours a week. Such hours are to be arranged by mutual agreement.

Third, not to allow the training of this student to displace any other employee.

Fourth, to tell the co-ordinator each six weeks what progress the student is making.

Fifth, to confer with the co-ordinator upon any unsatisfactory situation in the training program before the student is released.

Sixth, to require the student to be on the job as regularly as a paid employee.

I, \_\_\_\_\_, as student, do fully understand and agree to the following:

First, that the above conditions relating to the employer are known and agreed to by me.

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\* Dalthorp, Charles J. "A Co-operative Work-study Plan." *Business Education World*, pp. 781-784. May 1940.



Second, that I shall attempt to learn as quickly as I can.

Third, that I will be prompt in getting to work.

Fourth, I understand that there need be no set pay for the twenty hours of training, but if the employer desires to pay something, it may be accepted

Fifth, that I will, under all conditions, show my desire to learn and to co-operate with the person teaching me, and to make his work as pleasant as possible.

Sixth, that I will be exceedingly careful to observe the rules of business etiquette as they concern my employer's business.

Under the impetus of the George-Deen Act, which provides for special appropriations for training in merchandising and salesmanship, some high schools are giving courses in these subjects, supplemented by alternate-week employment in stores. To determine the frequency with which such jobs lead to permanent employment, a follow-up study was made of pupils of these courses in three New York City high schools who at the time of graduation (June 1928-June 1934) were working at the store of R. H. Macy and Company. That fifty-one per cent of this number were still employed by the store in February 1935 presented a very encouraging view of the possibilities in co-operative training.\*

In Lewistown, Montana, the high school pupils spend three hours a day, five days a week, in some store, shop, or office, receiving school credit for their experience and training in a wide range of practical activities. The Wilbur Wright High School of Detroit and the Parker Vocational High School of Dayton, Ohio, offer co-operative courses. The Henry Ford Trade School is an example of co-operative training operated within a single company.

Another variation of this plan is to arrange for pupils to spend six weeks in school and six weeks at work. By this rotation method, one job is filled all term. This plan is used at North-eastern University in Boston.

A modification of the part-time co-operative training is the diversified-occupations program. It involves a co-operative working agreement between the public school and the industrial enter-

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\* Chadwick, Lee S., and Osgood, Ellen L. "Do Co-operative Jobs Lead to Permanent Employment?", *Occupations, the Vocational Guidance Magazine*, pp. 70-71. October 1937

prises of the community, which furnish part-time employment with pay to students during school hours. High school pupils of employable age are enrolled in the program and spend one half of each school day in employment in their chosen trades or occupations for the purpose of securing instruction as student-learners from expert workers. The school facilities are used to furnish the technical subject material correlated with the work experiences of the student-learner.

The person in charge of the diversified-occupations program is called a "co-ordinator." In 1940, there were 350 co-ordinators, working in three hundred different high schools.

The tryout values of school subjects and extracurricular activities are discussed in Chapters X and XV.

The effectiveness of the co-operative training program depends to a great extent upon the vocational guidance program. Not only must pupils know the possible occupations which they might enter but they must know the employer specifications for them. It frequently happens that when an employer calls for a clerk to work in a store he wants a clerk with promotional possibilities. The employee is often selected because he has skills or abilities in addition to those required for the immediate job, in order that he may progress from sales work to office or semi-managerial positions.

The success of these programs also depends on the degree of correlation in the classroom. If opportunity is given the pupil to discuss problems encountered in his co-operative experience, to do correlated reading, and to learn to do better the activities engaged in, the work furnishes an added incentive to study and increases the pupil's efficiency in study. He will come to a fuller realization of what to expect of the job and what is expected of him. On the basis of personal work experience, he can make a decision concerning further pursuit of that kind of work.

Pioneer work is as difficult today as ever, but it also is just as satisfying. There is no more challenging field today than this effort to evolve a plan whereby initial experience on the job under the supervision of the school and as part of the organized educational administration may be obtained by the student on the threshold of his business or industrial career — guiding him, advising him, placing him if possible, and following him up not only for his own benefit but for that of his employer, other students, and the school.

## B. HELPING BUSINESS PUPILS FIND SUITABLE JOBS — PLACEMENT

Anna Y. Reed once termed effective placement "the alpha and omega of vocational guidance"\*; the alpha because finding suitable jobs for young people furnishes the facts upon which earlier steps in vocational guidance may be based, the omega because it consummates and effectuates the whole process of educational and vocational guidance.

The culmination of business courses is the induction of youth into clerical, business, sales, and related occupations. Yet even in this phase of education for work, schools have not been sufficiently active in their efforts to match the workers and jobs.

The Occupational Adjustment Study revealed that only 3.9% of the youth interviewed secured their first jobs through school authorities, while 51.2% of the youth secured their first jobs through the help of friends or relatives, and 31.4% through personal applications.† The American Youth Commission reported that "the responsibility for providing an effective type of placement service has not been accepted in practice by more than perhaps five per cent of the schools that attempt to educate the young."‡ An examination of the indexes of twelve annual year-books of the Eastern Commercial Teachers Association and the National Business Teachers Association finds "placement" listed only twice.

Placement involves assistance both to young people in their quest for employment and to employers in their search for qualified workers. Consequently, placement officers must make every effort to induct youth into the kind of employment that is in harmony with his abilities and interests and in which he will achieve a reasonable measure of competency and satisfaction. To perform a discriminating service, genuine study must be made of the needs of employers as well as of the individual interests, abilities, achievements, likes, and dislikes of the youth. This may be done through: (1) co-operating with U.S. employment offices;

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\* Reed, Anna Y. *Junior Wage Earners*, pp 162-4. The Macmillan Co., N.Y., 1920.

† Landy, Edward *Occupational Adjustment and the School*, p. 55. Bulletin of the National Association of Secondary-School Principals, Number 93, November 1940.

‡ Reeves, Floyd W "After the Youth Surveys — What?" *Occupations, the Vocational Guidance Magazine*, p. 245. January 1940.

(2) establishing a central school placement office; (3) maintaining a business department placement service.

### *1. Co-operating with U.S. Employment Service*

The passage of the Wagner-Peyser Act of Congress in 1933 provided for a public employment service administered by the states with the co-operation and financial assistance of the Federal Government. As a result, public employment services are operated in 48 states, the number of offices now numbering 1500, with 3000 additional offices being served by itinerant staffs. Another impetus to the expansion of public employment service was the Social Security Act of 1935, which required that claimants for unemployment compensation benefits register and maintain contacts with the public employment service.

However, according to the Occupational Adjustment Study, less than one per cent of the 900 youth interviewed in 1939-1940 secured their first job with the aid of a public employment agency, although there was one accessible to youth in each of the cities included in the study.\*

The current trend is toward co-ordination of efforts of both the school and the public employment service. In one city, Providence, Rhode Island, the Unemployment Compensation Board which operates the Rhode Island and the United States Employment Service chose to subsidize the school placement service, instead of trying to establish a competing service. The school committee has complete administrative responsibility for the placement service for juniors and invites the supervision of the public employment service which contributes a portion of the total cost. The counselors in the placement office belong to the school counseling staff. The follow-up service of graduates and of drop-outs is an integral part of the service. It is also integrated with the Central Records Office and with the Continuous School Census. Every employed youth must get his social security number from the school placement office and every unemployed youth must register to draw unemployment compensation or to secure assistance in obtaining a job. This plan provides a complete and continuous survey of and service for out-of-school youth.†

The problem of location of the employment office for youth

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\* Beery, John R. "Placing High School Youth." *School and College Placement*. Occupational Reprint. Science Research Associates. March 1941.

† *Promising Practices in Secondary Education*. Bulletin of the National Association of Secondary-School Principals, pp. 32-33. October 1940.

needs careful consideration in view of the facilities and personnel in the community. The Providence placement service is located in the administration building of the school system; in St. Louis a similar plan is employed with the junior placement activities centralized in the public employment office.

A practical co-ordinated plan between the public employment service and a small high school may be illustrated by that of the West Canada Valley Central School, New York. It is aimed to assist the public employment service in placing a greater number of persons in different types of work by recruiting workers to refer to the employment office, and by forming a contact, at the request of the employment office officials, with applicants whom the employment office wishes to interview for possible referral to actual jobs:

The employment office, when in need of one or more applicants to fill a particular opening, calls the school office. The guidance director assists the employment office by contacting the applicant and notifying him when to report to the employment office for an interview. The plan works as follows:

John Jones is unemployed. He wishes to work but, like a great many other people, doesn't know how to secure a job. He is not aware of the functions of the New York State Employment Service. Even if he is aware of them . . . he is embarrassed to approach these officials. He obtains information that the school has some sort of a bureau to aid him in finding employment . . . He usually knows the principal, the guidance director, or some teacher. He seeks their advice in the matter and registers for employment with the guidance director who explains the purposes of the public employment service and gives him an introductory card. John realizes now the purposes of the public employment service and can enter their office with this card which will make his interview easier. After he registers, he returns home. In a few days the manager of the employment office telephones the school and requests that John Jones and several others present themselves at the employment office the next morning . . .

John Jones now has a job. The school has assisted him in finding work by this co-operating plan without actually operating a placement bureau. The manager of the employment office is pleased because it has helped his record of placement while the school officials are gratified because they have helped John Jones who lives in the community where the school is located. Because of this plan both the employment office and the school receive mutual credit from John Jones.\*

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\* Moehle, John H. "Coordinated Placement Plan," *Syracuse Conference Proceedings; Educational and Vocational Guidance*, pp. 25-26. New York State Counselors Association, 1941.

Another co-operative placement service for juniors is described by Guy Nicholson in *Occupations, the Vocational Guidance Magazine*, January 1939.

In general, the suggestions for methods of co-operation are based on the belief that the public employment office has information on jobs while the school has information concerning the pupils. The U.S. Employment Service can assist the schools by furnishing information on job specifications, employers' hiring requirements, employment opportunities, and general occupational trends in the community. It can also aid the schools in securing information on the placement of their pupils, their success or failure on the job, variations in the needs for training, and other data helpful in revising curricula. Schools can assist the U.S. Employment Service by furnishing information on the applicant's school performance, teachers' ratings, extracurricular activities, and physical and health facts.

## *2. Establishing a Central School Placement Office*

In cities containing several vocational and high schools, a central placement office has many advantages. It is more convenient for the employer to draw upon the available supply of workers from the entire school system by calling a central office. He is more willing to submit reports to one office than to respond to requests from several schools. The central office likewise opens up to the pupil the employment opportunities in his field afforded by the entire city. The central office avoids competition between schools. It makes provision for staff members who have time and equipment for the work.

If business teachers share in the work and administration of the placement of clerical and sales workers, perhaps on a part-time or rotation plan, they profit from the direct contacts.

## *3. Maintaining a Placement Service in a Business Department*

Whether a business department maintains its own placement service, co-operates with a public employment service, or contributes toward the assistance given by a central school placement office, it will receive many inquiries from employers regarding ratings of students. Although a youth has been referred to an employer by the public employment service or a friend, the school

will be asked frequently to recommend the individual whose aptitudes and skill will bring about successful job performance.

As a result of the contacts with industry and business, the school personnel is able to present to the pupils more realistic and up-to-date information about requirements and opportunities, citing local examples. They learn firsthand of the weaknesses in the preparation for work offered by the school and bring back ideas and suggestions for improvement of the training courses. For these, if for no other reasons, the business department will make a serious effort to match the qualifications of graduates and withdrawals with the requirements of existing jobs.

Of the 53 schools included in the survey of high school placement bureaus in Wisconsin, 31 have organized placement systems and play an active part in placing their commercial graduates in business positions. Those in charge of the high school placement service in 1942 were as follows \*:

Head of commercial department	8
Principal and commercial teachers	5
Commercial teachers	5
Guidance department	3
Principal	2
School office	2
Principal and commercial department head	2
Supervisor of commercial education, aided by the main office and the guidance department	2
Principal, commercial teachers, and guidance di- rector	1
Guidance director and commercial teachers	1

### *Functions of Placement Worker*

The basic duties of the placement worker are very much the same whether they are performed in school, public employment service, or community organization. Several functions are involved.

1. Recruiting and registering of applicants. This includes keeping a record of personal data, educational attainments, training, work history, and kinds of work desired.

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\* Ewalt, Lorraine, and Feller, Robert. "A Study of Placement Programs in Wisconsin High Schools." P 41. *Commercial Education*. Bulletin of the Whitewater State Teachers College, Whitewater, Wisconsin, March 1942.

2. Assembling and organizing significant facts and credentials. School placement workers have the advantage over other agencies in knowing more accurately the applicants and their educational experience records.
3. Classification of registrants according to the work they are qualified to do. Abilities are demonstrated by competence in the vocational courses and any part-time or tryout work.
4. Interviewing candidates. This involves finding out if the information given by the applicant agrees with the facts, recognizing personality traits and analyzing behavior. The interview is one of the most important techniques, as satisfactory placement service includes assisting the individual to make decisions and choices so that he will be able to realize personal values, such as individual happiness, and social values, such as rendering his best service to society. It should also mean the realization of emotional adjustment and social security. This bringing into juxtaposition our intricate occupational life and the complexity of individual differences is more than merely matching youth with jobs.
5. Reception of employers' request. Special forms may be devised for recording information given by the employer when he gives the qualifications desired and requests recommendations of several candidates.
6. Selection and referral of applicants. As the intermediary in bringing together those who seek work and those who seek workers, good placement service should generally give the employer an opportunity to choose from two or more applicants. Likewise each candidate should have the privilege of declining a particular job if he does not like the prospects. While a placement service provides assistance to both young people and employers, it does not relieve the applicant of the responsibility of "selling" his services to the employer. When referring the applicant to the employer as a candidate for the position, the procedure includes aiding the youth to make his application as effective as possible. This may take the form of suggestions regarding personal appearance, manner of approach, aid to become proficient in the finer points of interviewing, writing effective letters of application, and other techniques of selling his abilities.
7. Sending recommendations, information, and credentials of several candidates to the employer. This includes recommending persons who seem best fitted for the job, after scrutinizing the general training and special fitness of the most likely applicants.
8. Utilization of special groups. This includes the study of capacities for special work and the solicitation of work opportunities for special groups, such as persons who are handicapped, mentally or physically.



9. Verification of placements. This is the process of checking whether the applicant met the requirements and obtained the position.
10. Field work to make contacts with employers to solicit jobs, to interest employers in using the placement services, to keep informed on demands of employers and to interpret to them the qualifications of youth who have been trained for specific kinds of work. Placement workers, also, should be informed about the various types of labor legislation and agencies for their enforcement, such as child labor laws, hour laws, minimum wage laws, workmen's compensation, and unemployment insurance.
11. Keeping of records, reports, and statistical data. Special forms may be devised for use as registration cards, reference blanks, employer orders, field work reports, introduction, referral cards, and follow-up forms.
12. Follow-up with the employer. This is the process of determining the adequacy of the employee's skills and personality traits, and evaluating the service of the school.
13. Follow-up of the person placed. Follow-up as the fourth function of vocational guidance is for the primary purpose of assisting the individual to progress in his occupation, as emphasized in the following editorial \*:

Investigations of the status of school-leavers, especially when they are accompanied by requests for comments regarding the value of the educational provender provided by the schools, are bound to be useful in revising curricula and formulating policies.

But there is a further extension of meaning which vocational counselors give to follow-up. While it is in part a means of discovering the efficacy of their service — in other words, evaluating it — it is more importantly the means through which they carry out the fourth function included in the official definition of vocational guidance: assisting the individual to "progress in an occupation." This may take the form of helping him to get along with his boss and fellow-workers, understand the industry in which he is employed, and behave himself as a worker. It includes helping him to envisage the promotional steps on his ladder, to prepare himself for advancement, and to deport himself in such a way as to command recognition of his virtues as an employee.

#### C. FOLLOW-UP OF FORMER PUPILS

So important are the continuing contacts between the school staff and the young people on their first jobs that strong recom-

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\* Kitson, H. D. "Meditations on Follow-up." *Occupations, the Vocational Guidance Magazine*, pp. 203-4. December 1941.

mendation is made for extending the practice of giving business teachers the time and opportunity for following up their pupils. The information gained through the type of annual inquiry of school graduates and drop-outs discussed in chapter XXIV suggests new topics to be incorporated in the course of study, activities that may be discontinued, new ideas to be developed, and new services to be rendered. Many of the studies are designed for the purpose of assembling occupational information, revising curricula, and formulating policies. But these inquiries make no claim to ascertain the individual's adjustment needs, to counsel him regarding preparation for advancement, or otherwise assist him to progress in his occupation — the climax of vocational counseling services.

The development of follow-up services to determine adjustment needs is strongly urged by Myers \*:

A company manufacturing automobiles finds it not only possible but profitable to spend a large sum of money each year in providing free service for a time on every car it turns out. After driving a new car 1,000 miles the purchaser is asked to bring it in for a free inspection and to report any defects that he has discovered. He is expected to do the same thing again when the car has completed 2,000 miles. Any defective parts discovered or any adjustments needed within the first three months or 4,000 miles (whichever is reached first) are cared for by the manufacturer without charge to the purchaser. In other words, automobile companies consider it good business to make ample provisions for following up their product, as well as for producing and selling (or placing) it. They are so much concerned about how their product performs and how it pleases their public that they are willing to spend freely on this follow-up service.

Surely youth deserve as much consideration on the part of the social institution which prepares them to function in an adult society, especially when it is realized that the first few years of this functioning really contribute enormously to the very process of education which the schools have been fostering in these same youth. Ultimately the schools must be expected to go to great pains and expense in order to perform a comprehensive follow-up service for their product. This service will no doubt concern itself with other aspects of life as well as with vocational adjustments.

Four methods by which the business department may determine adjustment needs of graduates and school-leavers are:

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\* Myers, George E. *Principles & Techniques of Vocational Guidance*, pp. 313-4. McGraw-Hill Book Co., 1941.

(1) reports of students and employers; (2) calls at places of employment; (3) planned group meetings; (4) individual conferences.

### *1. Reports of Students and Employers*

Many suggestions may be obtained from reports sent in to the school by the youth and by the employer at the end of three months. Forms may be sent to the employer asking for information regarding the adequacy of the young worker's preparation, specific further preparation or skills needed, his attitudes, his relations with fellow workers, and opportunities that lie ahead. The youth may be asked to give a description of his duties; the features of the work he likes best; features he likes least; further training, experience, or skills which he considers desirable.

From his answers to the question regarding agreeable and disagreeable features of his work, one can find ways of assisting the worker to envisage the promotional steps ahead that are consistent with his interests.

The Occupational Adjustment Study made by the National Association of Secondary-School Principals of the National Education Association employed the interview technique of gathering data, using a detailed schedule with graduates and school-leavers and a separate schedule for employers. The main purpose of the study was to discover the effectiveness of secondary schools in promoting the occupational adjustment of former pupils and to receive suggestions for improving this service. The survey revealed the kinds of work engaged in by recent graduates, their difficulties, and their hopes for future employment. It is expected that the Occupational Adjustment Study will serve as a model for other follow-up studies through the country.

The report of the first year's work entitled *Occupational Adjustment and the School* is published as the November 1940 issue of the Bulletin of the National Association of Secondary-School Principals. The second report, dealing with the experimental introduction of occupational follow-up procedures in forty American secondary schools, is published in *The School Follows Through: A Post-School Adjustment of Youth*, the November 1941 issue of the same bulletin. The second report deals with outcomes of occupational follow-up studies, instruments and procedures employed, and proposed plans and forms.

A manual is also published in an effort to present suggestions to those schools which are interested in modifying their school programs to aid youth to become better adjusted occupationally. This manual contains a detailed outline of the Occupational Follow-up and Adjustment Service Plan with suggestions for carrying out a follow-up program. It gives specific instructions for the use of the four instruments:

- (a) The Follow-up Record Card upon which certain essential school and home background data are entered before the youth leaves school and upon which the data from the successive follow-ups are accumulated for the purpose of tabulation and cross-analysis
- (b) The Post School Inventory, a questionnaire which is sent to all youth at approximately one-, three-, and five-year intervals after they leave school
- (c) The Follow-up Interview Schedule, with which a selected sample of the school-leavers are interviewed
- (d) The Employer Interview Schedule, with which a selected sample of the employers of the youth are interviewed

Any school interested in the follow-up plan may obtain a sample set of the instruments and further information by writing to the National Association of Secondary-School Principals, N.E.A., Washington, D.C.

Additional suggestions for making local surveys may be found in reports of follow-up studies made in Boston; Minneapolis; Philadelphia; Pittsburgh; Providence; and Seattle.

Many of the studies report that the current addresses of school-leavers are compiled from school records, information of present students, and co-operation of local post offices. A recommended method of obtaining responses is securing the services of present students to deliver the questionnaire, together with a letter explaining its purpose, to graduates with whom they are personally acquainted or who live in their neighborhoods. One follow-up study \* reported that 60% of the questionnaires sent through the mail were returned, while practically all blanks were received via present students.

Another survey of alumni jobs may be illustrated by the plan used in White Plains, New York. A questionnaire sent to those who left school within the preceding year gave the school an

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\* K. W. Haubenschild. "A Follow-Up Study of the Graduates of the Bensenville Community High School." *Commercial Education*. Bulletin of the Whitewater State Teachers College, Whitewater, Wisconsin, October 1941.

opportunity to benefit from the views of youth who have been out of school for a year or more. This questionnaire inquired about the subjects considered most useful, the services of the school deemed most helpful, the extracurricular activities found most beneficial, as well as descriptions of work or training experiences.

In West Bend, Wisconsin, an alumni directory is compiled with the assistance of committees from each of the alumni groups who secure the address, occupation, and marital status of their classmates. At intervals the directory is published in the senior class yearbook and separate copies are mailed to all alumni with the invitation to attend the annual alumni dinner. From this a class is able to tabulate the occupations of local graduates and prepare graphs similar to the ones utilizing the local census data. These statistical graphs furnish a point of departure from which the pupil may go on to explore other sources of information. Except for postage, this type of survey is made without cost or teachers' time.

Considerable accumulated information about local clerical occupations also is assembled by means of pupil interviews. By this method each commercial pupil interviews a worker in the clerical and business occupations each year. He types for the card file a report of duties, qualifications, and requirements, as given by the worker interviewed.

## *2. Calls at Places of Employment*

Because of the inconvenience to employers and the lack of time of staff members, visits to observe the worker and to make inquiries of their supervisors are not a commonly accepted practice. Many schools depend largely on telephone calls to obtain follow-up information. Other examples of calling on former pupils as a means of discovering occupational status of school-leavers have been furnished by the schools of Pittsburgh, Oakland, and Pasadena, which made motion pictures showing recent school-leavers at work and, by exhibiting these in school, enlighten the current pupils about local working conditions.

## *3. Planned Group Meetings*

Although many graduates return to school for counseling, not all of them will come back uninvited. For several years, the

author planned two group meetings each fall for the commercial graduates of the previous year. One was in the form of an outdoor picnic on the school grounds, at which each member told of his working or vacation experiences since June. The reunion provided an occasion to exchange reports of joys and tribulations and was looked forward to as a homecoming. The second meeting followed the Open House program. Special invitations were sent announcing the group meeting after the assembly program. In the commercial rooms were arranged an exhibit of new books, announcement of extension courses, and a display of current projects. Pupils sat again in their former seats, tried their favorite typewriters, and reported comparisons with their business equipment. A committee of pupils assisted with refreshments and there was usually a 100% attendance on these occasions. Although planned primarily to give pupils an opportunity for a friendly exchange of ideas, the instructors of the commercial department are enabled to glean much information for mutual benefit.

The invitation to join groups of stenographers and office workers on vacation and week-end camping trips also resulted from the "reunions" and gave additional opportunity for follow-up of former pupils.

#### *4. Individual Conferences*

Individual conferences grow out of the meetings described above; in fact the meetings can become, in effect, an aid to an interview.

When former pupils are invited to a "Dutch Uncle" luncheon (see page 167) the instructors frequently can discern some of the problems they face, their growth on the job, and their relationship to their work, their supervisors, and their co-workers. Subtle suggestions, given in a later individual conference, may aid them to see future opportunities and to make ready to meet them.

If a teacher actively participates in the work of civic and service clubs, alumni groups, worker groups, community chest, and reading clubs, he will have a better grasp of the local occupational scene. Through individual contacts he will become better informed regarding occupations of the community, their requirements, the educational training necessary, and the best provisions for placement. He will also be in a better position to understand

occupational changes and probable trends. On the other hand, the continuing contacts make it possible for the school staff to ascertain the needs of the young workers and to assist them to progress in their occupations.

By various devices at its command, the business department should encourage graduates and school-leavers to come in to report and discuss their problems and progress. By referring to the records in the cumulative folders and utilizing reports of employers, other teachers, and the youth himself, many ways will be found to help each individual get along with his employer and associates, to maintain a favorable outlook, to envisage the promotional steps on his occupational ladder, to prepare himself for advancement, and "to deport himself in such a way as to command recognition of his virtues as an employee."

The following records in the individual student folders have been found useful to the author when recommending students for initial jobs in business.

#### REPORT OF STUDENT TYPISTS AND SECRETARIES

(Name) \_\_\_\_\_ arranged to do volunteer typist and secretarial work for you the past semester. A report of the work, with your criticisms and suggestions, would be appreciated. The information will be used in an attempt to promote a more favorable development of the student and more efficient service to you. If the work has been satisfactory, the report will be added to the student's experience record.

Please fill in the form given below in accordance with your observations and place it in my box in the office.

G F.

<i>Approximate Amount</i>	RATING			
	<i>Excel- lent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
KINDS OF WORK DONE				
Typewriting .....				
Shorthand .....				
Filing .....				
Stenciling .....				
Mimeographing .....				
Clerical service .....				
QUALITY OF WORK				
Accuracy .....				
Thoroughness .....				
Orderliness .....				
Neatness .....				

	RATING			
	<i>Excel- lent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
<b>PERSONAL QUALITIES</b>				
Attitude . . . . .				
Initiative — resourcefulness . . . . .				
Promptness and regularity . . . . .				
Perseverance . . . . .				
Business behavior . . . . .				
Responsibility . . . . .				
Poise . . . . .				
Social competency . . . . .				
Manner . . . . .				
Judgment (common sense) . . . . .				
Co-operation . . . . .				
Industriousness . . . . .				
Dependability . . . . .				
Adaptability . . . . .				
Comprehension and alertness . . . . .				
Development and expansion in his field of work . . . . .				

Suggestions which will effect improvements in this student's work for a faculty member next semester.

Suggestions for improving his employability at the end of the year:

This pupil's strongest employable asset is:

One major point on which this pupil should improve is:

Additional comments:

If you wish a senior typist or stenographer to work for you next semester, please indicate here: Yes \_\_\_\_\_ No \_\_\_\_\_

#### PLACEMENT INFORMATION

Name \_\_\_\_\_ Address \_\_\_\_\_

Parents' names \_\_\_\_\_ Telephone \_\_\_\_\_

Check subjects taken in high school:

\_\_\_\_\_ Beginning shorthand

\_\_\_\_\_ Beginning bookkeeping

\_\_\_\_\_ Beginning typewriting

\_\_\_\_\_ Advanced bookkeeping

\_\_\_\_\_ Advanced shorthand

\_\_\_\_\_ General business training

\_\_\_\_\_ Advanced typewriting

\_\_\_\_\_ English IV

\_\_\_\_\_ Office practice

Do you plan to continue your education? \_\_\_\_\_ If so, where? \_\_\_\_\_

Next year? \_\_\_\_\_ Later? \_\_\_\_\_

What kind of work would you prefer to have next year?



Where have you filed applications?

If you had your choice, where would you prefer to work next year?

List in chronological order your experiences in remunerative work:

Name of employer	Address	Type of work	Salary	Dates
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What school, office, or other vacation-time experiences have you had?

Name extracurricular activities engaged in during high school.

List any honors received, such as election to offices, places in contests, appointments for school service duties, etc

In your work experiences, what did you do that you liked to do best?

In your work experiences, what did you do that you liked to do least?

Name your chief leisure time interests.

References: Name	Address	Occupation
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What specific abilities or attitudes did you receive in high school which, in your opinion, should make you of value to an employer? If I am asked to recommend you next year, when I cannot have a conference with you, what points do you suggest that I include in my recommendation? In other words, what are your "strong points"? Use reverse side of paper.

(For confidential use)

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# CO-ORDINATING VOCATIONAL GUIDANCE AND BUSINESS EDUCATION

TEACHERS of business subjects may inject many activities into their instruction which will render assistance to pupils in formulating feasible vocational objectives. By placing at least a part of the responsibility for vocational advisement, placement, and follow-up on the teachers who offer the actual training, the standards of training will be raised to higher levels. By this means the instructors will keep abreast of the trends in office and store work. By this actual participation the teachers of business subjects will become qualified to contribute their share to an effective program of vocational guidance for their pupils.

Some readers may think of the co-ordination of vocational guidance and business education as the giving of tests which will predict the pupil's successful achievement in the study of business subjects. But as Agnes Osborne points out in *The Relationship Between Certain Psychological Tests and Shorthand Achievement*,\* "none of the correlations between the shorthand criterion and single tests or between the criterion and combinations of tests is high enough to make prediction valuable except in the negative sense." Because the important factor in achievement is the ability used by the pupil, not necessarily the ability possessed by him, motivation plays an important role.

Enlisting the co-operation of the service and civic clubs in the community will result in co-operative effort with the employers of beginning workers. Assembling occupational information, filing it, and using it, particularly that which is of interest to pupils in the classes, not only will strengthen the courses of study but also will help each pupil to pursue a plan adapted to his capacities and circumstances.

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\* Osborne, Agnes. *The Relationship Between Certain Psychological Tests and Shorthand Achievement*, p. 53 Bureau of Publications, Teachers College, Columbia University, 1943.



## XXIII

### Enlisting the Co-operation of Community Organizations

THERE is a need for the co-operation of organizations in the community. A school system, be it ever so efficient, cannot carry on vocational and educational guidance alone. It must utilize many agencies in the community — parents and Parent-Teacher Associations, employers and employer associations, labor unions, service clubs, clinics, welfare agencies, churches, and Government agencies. As the Educational Policies Commission affirmed,\* the functions of education in a democracy imply that its chief instrumentality, the school, must offer to every individual opportunity to develop his potentialities in fullest degree. If this responsibility is to be discharged, the school must utilize not only its own structural organization but also other agencies that may assist.

Many organizations in the community are willing and eager to assist in vocational and avocational guidance programs and will welcome the opportunity to help youth plan careers. The business education department of a school maintains relationships with many employers and former pupils in these organizations. Consequently, it is in a strategic position to help co-ordinate the efforts of clubs, employment agencies, personnel groups, employer and industrial groups, worker groups, youth and social agencies. The organization of these forces can insure united effort, avoid duplication of activity, assist in the co-ordination of forces, offer opportunities for co-operation, and create a center from which facilities may be extended.

If the school is familiar with the kinds of services the clubs wish to sponsor, it can co-operate better with community service and civic clubs. If conversant with the nature of the services recommended by the national headquarters to the local units, the school can plan more intelligently to ask for that co-operation at a time when it will fit into and supplement the school program. Many of the services sponsored by service and citizen organiza-

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\* The Educational Policies Commission. *Social Services and the Schools*, p. 23. National Education Association of the U S and American Association of School Administrators, 1939.

tions assist very greatly in achieving the objectives of vocational guidance.

The magazines published by the civic and service club organizations cite many specific instances of co-operation in vocational and educational guidance which would serve as suggestions to other clubs, but the invitation to participate in vocational guidance projects should be extended by the school. One issue of *The Rotarian* records the following activities in the section, "Rotary Around the World," brief news notes mirroring the varied activities of the Rotary movement \*:

#### HELP 80 TO COLLEGE

*El Dorado, Arkansas* — Eight years ago the Rotary Club of El Dorado embarked on a new avenue of Community Service. Recently at inventory-taking time, the work was reviewed, was pronounced worth while. The Community Service? A student loan fund which has helped 80 young people to secure college training. Over \$10,000 has been loaned in the eight-year period, less than  $1\frac{1}{2}$  per cent has been written off — in itself an indication of the caliber of young people whom El Dorado Rotarians assist.

#### 65 VOLUMES OF JOB HELPS

*Melrose, Mass.* — That the youth of Melrose High School might acquaint themselves with vocational fields and their opportunities, the Rotary Club of Melrose has presented to the school a 65-volume "Rotary Vocational Bookshelf." Advertising, journalism, chemistry, law, are but a few of the fields included, along with a volume or two on the important job of "how to get a job."

#### TABULATE TIPS ON JOBS

*Prosser, Washington* — Because "the choosing of a vocation is one of the most important decisions that every person must make," the Senior High School in co-operation with the Rotary Club of Prosser presented its second biennial two-day vocational guidance conference near the close of the recent school year. A survey determined students' interests; each was enrolled in eight separate vocational sections, listened to addresses on fields as varied as investments and forestry,

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\* "Rotary Around the World." *The Rotarian*, pp. 52, 53, and 55. Rotary International. September 1938.



participated actively in the discussions as a panel leader. Some 40 vocational specialists travelled 3,572 miles to participate in the conference and to aid the young people in a greater understanding of opportunities in business and the professions. The Rotary Club secured the adult leadership which made the meetings possible; the school faculty planned the conference and arranged the multitude of details incident thereto.

The names and addresses of national organizations interested in vocational guidance may be found in the following sources:

§"A Selected List of National Organizations Interested in Vocational Guidance." *Occupations*. October 1938.

§CHAMBERS, M. M. *Youth-Serving Organizations — National Non-Governmental Associations*. Washington, D C.: American Council on Education, (Revised) 2nd Edition, 1941.

*Public Administration Organizations; a Directory*. Chicago; Public Administration Clearing House, (Revised) 1941. Supplement, 1943.

Two directories of New York City social agencies may offer suggestions for similar compilations:

JANSEN, WILLIAM. *The Social Agencies and Public Education in New York City*. Bureau of Publications, Teachers College, New York City, 1940.

§Welfare Council of New York City. *The Directory of Social Agencies of the City of New York, 1940*. Columbia University Press, 1940.

Community leaders may find in the following publications many suggestions which may offer the stimulus to set in motion the types of activities that will be possible in their communities:

*Co-ordinating Councils in California*. Sacramento, Calif: State Dept. of Education, 1938. 25¢

CHAMBERS, M. M. *The Community and Its Young People*. Washington, D.C.: American Council on Education, 1940. 15¢

EPLER, STEPHEN. *The Teacher, the School, and the Community*. Washington, D.C.: American Council on Education, 1941 25¢

and also the following publications of the U.S. Office of Education, available from the Government Printing Office, 10¢ each:

Know Your Community

Youth — How Communities Can Help

Youth — Vocational Guidance for Those Out of School

Youth — Finding Jobs

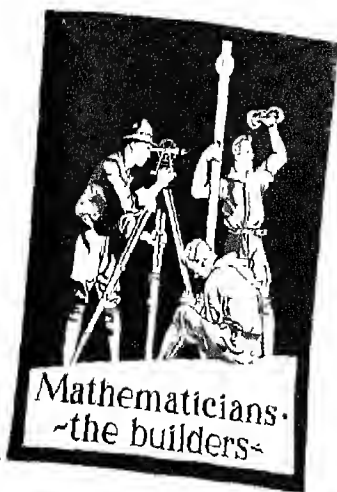
Youth — Community Surveys

Annual reports of some of the outstanding organizations assist community social service groups to clarify their vision and find new impetus for future accomplishment. They also suggest to schools ways of utilizing these fine services. For example, on the twentieth anniversary of the Pasadena Vocation Bureau, a community experiment in vocational counseling, in 1939, a report was published of past, present, and future plans. Celebrating the fiftieth anniversary of Vocational Service for Juniors in 1940, *Skylines For Youth* traces the history of this pioneer employment-guidance-for-youth movement in New York City.

The description of Portland's "Six Hundred Dutch Uncles" in *The Forum*, June 1940, and condensed in *The Reader's Digest*, July 1940, offers suggestions to teachers of business subjects for utilizing service clubs in assisting young people to plan their working careers. Portland's "Dutch Uncle" plan developed from a survey launched to discover what seniors in the city high schools expected to do after graduation. The superintendent reported to the six hundred service club members the results of his occupational survey of their sons' and daughters' hopes. They were appalled to learn that "three out of four were not going to college, and expected to 'look for a job'; in what business or trade, nine out of ten hadn't the slightest idea. Many who did have a preference mentioned occupations which can absorb only a few high school graduates. Almost none had ever talked with a business or a professional man about work." When the superintendent concluded, "I wish each of you could take on half a dozen boys and talk like Dutch uncles to them about what it takes to get and hold a job," the club members met the challenge and worked out a system of appointments for the 3600 boys and girls in the graduating class. The service clubs also arranged to send two businessmen each week to confer with the sixty counselors regarding job requirements and opportunities.

If a similar plan is not in effect in the school, the business education department may co-operate with service clubs in developing some opportunities for interviews and observation. Since a large proportion of service club members are business executives who rely on the department of business education to train their future employees, a "Dutch Uncle" plan with many variations may be devised.

The author, as chairman of the 1940-1942 Committee of Community Aspects of the National Vocational Guidance Asso-

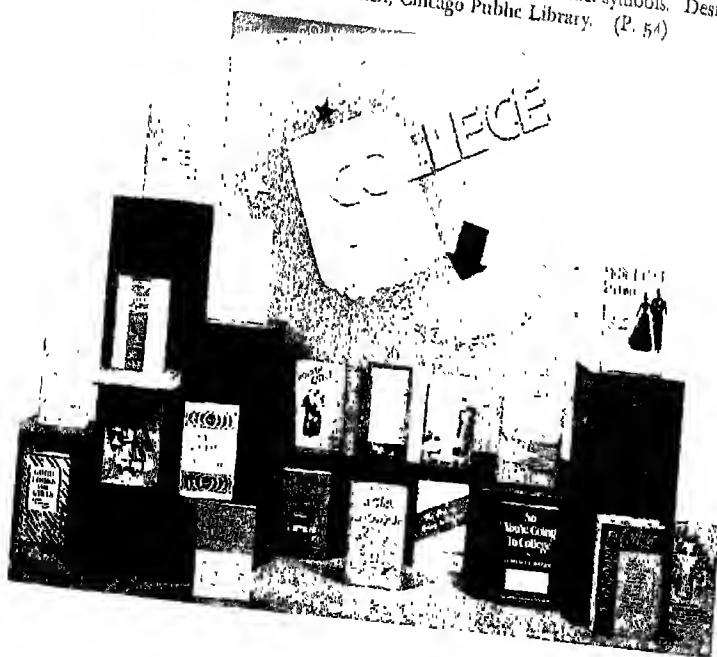


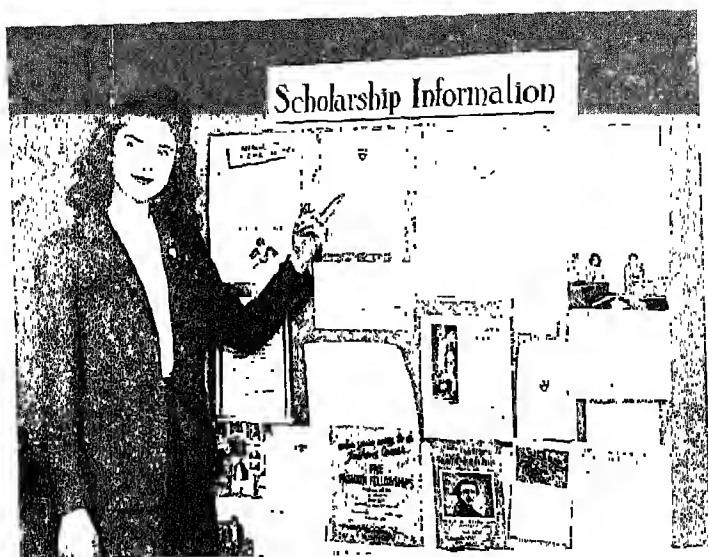
## ARCHITECTURAL MATHEMATICS

FOREMAN H.S. MATH PROJECT

44 and 45. Vocational outlets of school subjects may be demonstrated by posters. The value of mathematics is indicated in these posters of the Chicago Mathematics Club. (P. 240)

46 Window display using display letters, elevations, and abstract symbols. Designed by Maulde Kelly, Hild Regional Branch, Chicago Public Library. (P. 54)





47. Inexpensive bulletin board arranged on back of discarded calendar.  
West Bend, Wisconsin. (P. 56)



48 College Day Former graduates when attending college return during Christmas vacation West Bend, Wisconsin. (Pp. 243-245)

ciation, sent a questionnaire to the branch organizations and officers of the National Vocational Guidance Association and to the State Supervisors of Occupational Information and Guidance, inquiring about the activities of civic, service, educational, social, citizen, or alumni organizations. The fifty-nine responses indicated that the organizations most active in 1940-1942 in helping youth plan careers were Kiwanis International, 35; Young Men's Christian Association, 31; Rotary International, 30; Young Women's Christian Association, 24; Parent-Teachers Association, 25; American Association of University Women, 24; Business and Professional Women's Clubs, 22; Boy Scouts of America, 19; Altrusa International, 19; Chamber of Commerce, 18; Girl Scouts of America, 17; Lions Clubs, 15; and Zonta International, in 14 areas.

The types of services rendered varied from sponsoring a poster contest in one area to permitting students to interview members about occupations in 35 areas.

The following publications indicate the type of suggestions available to service and citizen clubs. They are published for the use of service club chairmen and usually urge each club to select some vocational guidance project during the year. They are not published for general distribution.

ROTARY CLUBS may secure from Rotary International:

*Occupational Guidance for Youth — Suggestions for Rotary Clubs on Vocational Guidance, Training, and Placement*  
*Vocational Guidance and Rotary Vocational Bookshelves*  
*Suggestions for Preparing a Vocational Guidance Handbook*  
*A Tested Program of Occupational Guidance*

KIWANIS CLUBS may secure from Kiwanis International:

*Club Activity Suggestions for Vocational Guidance Committees*  
"Comprehensive Guidance Program." *The Kiwanis Magazine*,  
March 1936  
*Kiwanis Counselor's Handbook*. Prepared by the International Committee on Vocational Guidance  
*A Working Program of Vocational Guidance — Suggestions to Club Committees*  
*Vocational Guidance Action Program for Clubs in 1942*  
*Exploratory or Tryout Experiences*  
*Assembly and Group Talks*  
*Educational Funds*

In 1925 fourteen Kiwanis clubs were doing vocational guidance work. The following year Kiwanis International adopted an objective urging its member clubs "to provide greater vocational guidance opportunities among young people in the United States and Canada." Each year since 1926 the organization has annually adopted an objective related to vocational guidance. In 1941, 868 clubs reported vocational guidance activities.

BUSINESS AND PROFESSIONAL WOMEN'S CLUBS may secure from their national headquarters:

*Vocational Kit.* \$1.00

*Are You Giving a Vocational Talk? Suggestions.* 10¢

*A Vocational Bibliography.* 10¢

*The Vocational Guidance Program of the Federation.* 10¢

*You Have an Educational Fund* 25¢

*Tips for a Vocational Speech.* 10¢

ALTRUSA INTERNATIONAL distributes:

*Altrusa's Eight Point Vocational Plan*

*Suggestions for Vocational Guidance Activities of Altrusa*

*Vocational Guidance at Work — Suggested Projects for Altrusa Clubs*

COLLEGE WOMEN'S CLUBS may secure from the American Association of University Women:

*Guidance Kit for A.A.U.W. Branches.* \$1.00

*Guidance Programs of A A.U.W Branches, 1938*

*Suggestions for Club Chairmen of Guidance*

*Collegiate and Vocational Advisory Service for High School Students; A Project in Guidance Suggested for Branches of the A.A.U.W*

THE GENERAL FEDERATION OF WOMEN'S CLUBS distributes to their state education chairmen a bulletin, "Committee on Scholarships, Fellowships, and State Loan Funds," which gives information regarding each of the state federation plans, under the slogan, "Strengthen Our Scholarships."

FRATERNITY GROUPS may wish to develop a placement service program similar to the one described in "Fraternalities Initiate Guidance" in *Occupations*, December 1936, and in "Alpha Tau Omega Gets Results" in *Occupations*, October 1937.

*Zonta International.* While vocational guidance is not an international service project of Zonta International, some of their clubs conduct activities along these lines. The Zonta Club of Detroit has compiled information about 75 occupations, ranging

from accountant to YWCA secretary, in order to make available to youth and those who advise them the accumulated business experience of Zontians. Multigraphed on  $6 \times 8\frac{1}{2}$  cards, the data are the digest made from answers received from interviews and questionnaires sent to Zontians. Members of the club checked the information against other reliable authorities in their own fields. For each occupation there is given the nature of work: demand, working hours, advantages; disadvantages; salary; physical, mental, and educational qualifications; the way to secure employment; and a suggested list of books to read. To complement the service of these vocational guidance cards the Detroit Club established a Vocational Guidance Bookshelf in the public library, contributing one hundred dollars a year for the purchase of books about occupations, business etiquette, personality. The Zontians believe that they have a program that is useful both to the club and to the community. (See Illustration 52.)

*University Clubs and Alumni Groups* may wish to follow ideas taken from monographs such as "The College Senior Seeks a Job," published by the Wisconsin Alumni Association as one of the activities of its placement committee to help students find jobs suitable for their talents. The ten major steps in getting a job, written by Glenn L. Gardiner, author of *How You Can Get a Job*, take the form of suggestions from a Wisconsin alumnus to Wisconsin seniors.

Another example of alumni participation is "Vocational Day" at the College of Business Administration, Boston University, reported in the February 1940 *Bostonia*. It is almost a "Homecoming Day," because twice yearly, the regular college program is suspended and the alumni take over the reins in a vocational guidance program designed to emphasize the interrelation between curriculum choices and vocation planning. A letter of acceptance received from one of the graduates who was invited to take part in the program serves as an example of the co-operation received: "Of course, I'll be delighted to do anything that can be even of the slightest value to the College, so you may count on me for the talk. The whole set-up looms to me as a privilege rather than a chore. I'll be delighted to renew acquaintances and pleased to have an opportunity to inspect the new building."

The *Boston University News* commented editorially on the effectiveness of the plan on January 9, 1940: "The men who came

back last week minced no words. Straight from the shoulder, they pointed out the difficulties of various occupations, the low pay, the long hours. They described methods of getting jobs, and the procedure for keeping them. And when they had finished, many a student pulled off the veil of self-conceit and looked hard into the face of reality to analyze his qualifications for the job he had been considering."

In addition to giving pupils information about available scholarships and their requirements, the school may encourage civic and service clubs to offer scholarships to worthy youth. An interesting example of mutual co-operation is illustrated by the Altrusa Bridge, Lexington, Kentucky — "a bridge of beauty and utility and also a bridge of opportunity for hundreds of worthy girls." Recognizing the need for a bridge at the school's entrance, the Altrusa Club supplied the funds. In its turn the school gave the club a perpetual scholarship which pays the entire expense of a girl each year.

Among the many writings emphasizing the value of giving scholarships to talented individuals, the following excerpts may carry weight with civic club committees:

It is better to use a thousand dollars to make it possible for a dozen persons who have genuine ability and interest in, say, mathematics or music, to get what they want than to use it to entice a hundred into undertaking a course which most of them will drop unless they are entertained by seductive pedagogical skill — E. L. Thorndike. *Your City*, p. 160. Harcourt, Brace & Co., 1939.

. . . The wisdom of expending public and private funds on education is not to be measured by its direct fruits alone. It will be profitable as a mere investment, to give the masses of the people much greater opportunities than they can generally avail themselves of. For by this means many, who would have died unknown, are enabled to get the start needed for bringing out their latent abilities. And the economic value of one great industrial genius is sufficient to cover the expenses of the education of a whole town; for one new idea, such as Bessemer's chief invention, adds as much to England's productive power as the labour of a hundred thousand men. — Alfred Marshall. *Principles of Economics*, p. 216. The Macmillan Co., 1920.

It is a lesson of history, as well as of contemporary times, that the human resources of a nation constitute its primary wealth. Nations have grown rich and powerful in the absence of outstanding physical resources by developing their human assets. Others have remained poor and backward in the presence of unusual natural resources. It



is human intelligence which gives these resources value. To a savage, coal is black rock and a waterfall merely a physical danger to be avoided. To an intelligent man they are the source of energy for power-driven industries of fabulous productivity . . . — Educational Policies Commission. *Education and Economic Well-Being in American Democracy*, p. 8. N.E.A. and American Association of School Administrators.

In West Bend, Wisconsin, the author asks each of the service, civic, social, and alumni clubs of the city to contribute each year one of the following services at the time that it will best supplement the school plans. The education or public relations committees of the various clubs decide which of the services they consider the most feasible:

### I. To Assist Youth to Choose Occupation

#### A. Encourage youth to investigate occupations

- (1) Sponsor essay contests on the vocations, read and return the essays with comments, suggestions, and offers of personal conferences on the part of club members interested in the specific occupations.
- (2) Provide opportunity for tryout and exploratory experiences for those whose essays show sincerity, interest, and industry.
- (3) Invite to a luncheon program pupils from each class whose essays are deserving of merit.

#### B. Assemble information about occupations

- (1) Co-operate with school in conducting an occupational survey of the community.
- (2) Add to the occupational information in both the school and public libraries reliable up-to-date books, bibliographies, and pamphlets that may be consulted by teachers and parents as well as by the young people.
- (3) Encourage all members in each occupational classification in service clubs to investigate the general and local qualifications, training requirements, trends, and opportunities of their own vocations and to examine and approve the selected vocational books before presenting them to the libraries.
- (4) Establish sections of vocational guidance books in the libraries. Inform groups of their titles and their annual circulation. Have each member responsible for adding bibliographies and current literature on his occupation, or some occupation of interest to him. Promote use of

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this material by means of the various book promotion methods.

- (5) Secure the U.S. Census occupational data for the community, if it is not available. (See page 64.)
- C. Disseminate Information About Occupations
  - (1) Furnish, upon request, assembly and group speakers at school programs and career conferences.
  - (2) Permit students to interview members about occupations.
  - (3) Encourage and invite student groups to visit industrial plants, business places, and offices.
  - (4) Sponsor radio programs on vocational guidance.
  - (5) Supply motion-picture films, recordings, or other visual aids for assemblies and groups interested in vocations.
  - (6) Co-operate with school in producing motion pictures or film slides of recent graduates at their work.
  - (7) Sponsor a poster contest related to vocational planning, for both school and out-of-school youth.
  - (8) Give financial assistance for bringing well-known speakers to talk to young people on planning vocational careers
  - (9) Serve as advisers at a "Dutch Uncle" luncheon.

## II. To Assist Youth to Prepare for Occupation

- A. Give scholarships or loan funds to worthy students for securing needed training.
- B. Create opportunities for self-aid for worthy students.
- C. Sponsor "College Day" programs.
- D. Provide, upon request, speakers for programs on social usage and business etiquette.
- E. Permit students to interview individuals and receive information about occupations.
- F. Furnish opportunity for tryout and exploratory experiences.

## III. To Assist Youth to Enter and Progress in an Occupation

- A. Assist in giving training in methods of seeking employment.
- B. Sponsor a clinic similar to the "Man Marketing Clinic."
- C. Co-operate with the school in preparation of a bulletin for youth on how to seek employment
- D. Dramatize employment procedures, showing the school how personnel and office managers examine the applicants.
- E. Co-operate with school placement officers and assist in placement in part-time jobs, summer work, and regular employment.

- F. Assist in development of avocational pursuits, leisure-time interests, and hobbies, and assist with a community hobby show and display of leisure-time interests.

#### IV. To Investigate and Provide Information Concerning Guidance Agencies and Proprietary Schools

- A. Promote the dissemination of information concerning proprietary schools giving vocational training and guidance agencies in the community.
- B. Investigate and furnish information regarding guidance agencies and proprietary vocational schools of questionable worth.
- C. Induce youth to investigate alleged "schools" making extravagant claims and promises before signing contracts and to discriminate between the valid and the spurious types of private enterprise in vocational preparation.
- D. Promote legislation to standardize and provide such legal supervision of such agencies and schools as will protect the public and control the more glaring examples of exploitation and quackery in tutorial, private, and correspondence schools which conduct vocational training.

#### V. To Encourage Adequate Public Support of Vocational Guidance

- A. Encourage the services of well-trained vocational counselors in the public schools.
- B. Investigate the possibility of establishing occupational information and guidance services under the Smith-Hughes and George-Deen Acts of the U.S. Congress in states where such services are not available at the present time.

Some of the results which accompany the co-operation of organizations in the community are:

1. Establishes better relationships between the school and the community organizations, between the school and individual club members.
2. Enables the school to render youth a service which it could not render alone.
3. Helps to vitalize the work of the school in vocational guidance, as the members of the organizations in the community emphasize the importance of a careful analysis of one's interests and abilities and a careful study of occupations while still in school, point out the advantage of planning one's lifework and activities, and urge each student to do the very best he can on his present job, school.

4. Brings both the school and youth practical suggestions from alert and energetic businessmen and business women.
5. Gives financial support to obtain many vocational guidance tools.
6. Encourages and stimulates youth to develop and use his native talents. To see the interest of the adults is to many a heart-warming experience.
7. Provides an opportunity for each organization to help with the occupational adjustment of youth, without overburdening its members
8. Makes pupils feel that there are sincere workers with whom they may talk and discuss their plans for the future, as the speakers frequently invite interested groups or individuals to confer with them.
9. Gives the school a list of names and means of referring pupils to active workers for current information about jobs.
10. Gives publicity to worth-while features of vocational and educational guidance work.
11. Makes service club members aware of the problems of youth.
12. Creates public opinion favoring adequate public support of vocational guidance. It stimulates interest in the problem of vocational guidance, gives the club members information about the school program, and helps to develop and extend an organized program of vocational guidance in the schools.
13. Serves as encouragement to instructors and advisers to facilitate the most effective utilization of a pupil's abilities, to counsel for occupational adjustment, and to place pupils in suitable positions.
14. Calls attention to the advantage of an Occupational Information and Guidance Service in the state departments of education.
15. Brings pupils into contact with capable and successful men and women. As Matthew Brush, head of the American International Corporation, replied when asked what he considered the best way of winning success, "Learn its principles from a successful man, the way you would study music under a master musician."

Young people appreciate the efforts of the civic and service clubs. Deliberating on who had inspired them most, so that they might dedicate their school yearbook to them, the West Bend seniors of 1935 voted to pay tribute — not to their parents who had made it possible for them to attend school, not to their faculty who had provided intellectual leadership, not to the taxpayers who had furnished educational facilities, but to the service clubs of the community in recognition of "the active participation of their members in the high school vocational guidance program during the past four years."

#### SELECTED REFERENCES

1. "Communities Organize for Vocational Guidance." *Occupations, the Vocational Guidance Magazine*, pp. 206-8. December 1943.
2. MOE, M. P., and BROCKMANN, L. O. *Utilizing Community Resources for Vocational Guidance and Training*. The Authors, Helena, Montana. 1937.
3. "Organizing the Community for Vocational Guidance." *Occupations, the Vocational Guidance Magazine*, pp. 102-8. November 1943.
4. "Selected List of National Organizations Interested in Vocational Guidance." *Occupations, the Vocational Guidance Magazine*, pp. 42-48. October 1938.
5. ZAPOLEON, MARGUERITE W., and MOORE, LOUISE. "Some National Organizations of Girls and Women That Sponsor Activities in the Field of Occupational Information and Guidance." *References and Related Information; Vocational Guidance for Girls and Women*, pp. 129-140. U.S. Office of Education. Supt. of Documents. 1941.

## XXIV

### Assembling Occupational Information

SINCE vocational guidance is the process of assisting the individual to make his own decisions with reference to his vocation, the individual must know what is required and what is offered in the various fields of work that lie open to him. Acquainting youth with information concerning occupations is a basic step in vocational guidance.

The teacher of business subjects will wish to assist his pupils to obtain significant information concerning the occupations which are closely related to or dependent on his subject. And since he will have in his classes students who are taking business subjects for personal rather than vocational use, he will wish to provide for the study of opportunities in other than business areas, in a few selected assignments.

Naturally, before information about occupations can be imparted, it must be assembled. Ideally, the educational institution should have an investigator of occupations, who gathers information and makes it available to teachers. For example, the Chicago Public Schools employ a director of occupational research for this purpose. Lacking such functionary, however, the teacher can assemble certain types of information. This can be done through: (1) co-operation with the library; (2) assembling a classroom library of materials based on teaching subject; (3) community surveys.

#### I. CO-OPERATION WITH THE LIBRARY — BOTH SCHOOL AND COMMUNITY

In the year-round task of guiding young people to occupations in which they can say, as did Dr. William Mayo, "There's no fun like work," \* books and printed materials are indispensable.

Although a classroom bookshelf has untold values for class and conference use, the library is the logical depository for reading materials which are to be circulated. One of the ways of co-operating with a library in the assembling of printed information about occupations is assisting in selecting the most reliable

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\* Motto in Dr. William Mayo's Office, August 1938.

materials from the diverse, diffuse, and technical publications which appear constantly.

### *Assisting in Selecting the Most Reliable Material*

The best of the current publications giving vocational information are annotated monthly in the *Vocational Guide* and quarterly in the *Occupational Index*. The various journals of business education and other professional magazines regularly describe the books and pamphlets of occupational interest. If several periodicals review a publication favorably, it usually can be recommended to the library for purchase. "Where no counsel is, the people fall; but in the multitude of counselors there is safety." \* The free and inexpensive items should be ordered soon after announced, while still available. Many of the publications will be sent on ten days' approval and the library would welcome the service of the business teacher in recommending the best new publications dealing with business occupations and examining them before final purchase.

In addition to consulting vocational guides and periodicals for reviews, the principal recognized aids for book selection in libraries may be referred to. Foundation lists and core collections, designed as basic selections for libraries, contain sections on occupations and professions. Frequently books are selected with the co-operative assistance of librarians, educators, and specialists in the various subject fields. The following contain useful annotations:

#### AIDS IN BASIC BOOK SELECTION

- A.L.A. Catalog; An Annotated Basic List of 10,000 Books.* Chicago: American Library Association, 1926. Supplements every five years. Further supplemented by the *Booklist*. (See below.)
- A Basic Book Collection for Elementary Grades.* Chicago: American Library Association, 1944. Titles for the first nine grades.
- A Basic Book Collection for High Schools.* American Library Association, 1942. Classified list of 1500 titles compiled by a joint committee of American Library Association, National Education Association, and National Council of Teachers of English.
- Booklist Books.* Chicago: American Library Association. Annual listing of from 200 to 300 outstanding books of the year, appearing in the Association's monthly, *Booklist*.

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\* Proverbs XI : 14.

*Buying List of Books for Small Libraries.* Chicago: American Library Association, 6th edition, 1940. 1800 titles found most useful in small public libraries.

SHAW, C. B. *List of Books for College Libraries.* Chicago: American Library Association, 1931. 1931-38 Supplement, 1940. 14,000 titles supplemented by 3600.

*Standard Catalog for High School Libraries; A Selected Catalog of 3800 Books.* New York: The H. W. Wilson Co., 4th edition, 1942. Semiannual supplements, with cumulated edition every four years.

*Standard Catalog for Public Libraries, An Annotated List of 12,000 Titles.* New York: The H. W. Wilson Co., 1940 Annual Supplements.

## 2. ASSEMBLING A CLASSROOM LIBRARY

A classroom library created around one of the ideas in "Let's Have a Book Club" \* serves to increase both the enjoyment and the stimulation of business reading. A commercial classroom library directed by the author over a period of twelve years illustrates the method of using this type of book collection.

The financial resources are obtained from prizes earned at a county competition on typewritten forms, from the sale of type-writing tablets, and from the proceeds earned in typing large quantities of envelopes for business offices. Up-to-date books dealing with business, business occupations, business conduct, biographies, and job-finding are selected. In choosing the new additions to the library each quarter, the committee consults the book reviews in current business magazines and book selection aids. These and advertising material on new books furnish occasional dictation material in the stenography classes. Every sixth week, the typing students are privileged to choose one of these books and type interesting passages from it in the type-writing classes. At the end of three or four periods, they type their conclusions and personal opinions of the books and place them in folders in a vertical file. When they finish school, they receive their folders with their notes on about fifteen books.

Interest in selecting worth-while books, the interchange of opinions of the books read, the choice of a book to read and "brief," make the pupils aware of the current business literature. Gifts to the classroom library by former pupils and by employers attest to the interest in this classroom library.

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\* By May Lamberton Becker, Reader's Guide, *New York Herald Tribune*.



### *Methods of Acquiring Printed Materials*

One of the perplexing problems faced by the librarian is that of finding money for new books, especially those that become outmoded in a few years. Few libraries, either school or public, are adequately stocked with vocational literature. Business teachers may co-operate with the librarian in devising methods of acquiring it in several ways.

### *Appeal to Service Clubs*

Many national organizations, such as Kiwanis, Rotary, Business and Professional Women's Club, and Altrusa (see Chap. XXIII), incorporate in their objectives the promotion of vocational guidance. Local clubs wish to conform to the standards of their national organizations but are not always certain how to proceed. They should be encouraged to co-operate with the schools. An annual appropriation by a local service club would provide new materials to supplement the library's resources. Labeled with the club's bookplate, the materials have a special appeal to the youthful readers. The interest and concern of the club members will deepen as they examine the books prior to selection, to determine whether the information and adventure depicted — adventure in work, in devotion to work, and in the realities of the workaday world — are authentic.

### *Help from School Organizations*

Organizations of Future Business Leaders of America \* and the Order of Business Efficiency † sometimes have balances in their treasuries which they would be willing to invest in a local project. They may purchase some of the most recent business books and booklets for club use during a semester and donate them to the libraries at the close of the term.

### *Homeroom and Class Donation*

\* The plan of selection and donation of printed materials by representatives of homerooms in assembly programs is described at length on pages 101-102.

\* Sponsored by National Council for Business Education.

† "Activities of Order of Business Efficiency Chapters." *The Business Education World*, p. 387. March 1944.

If each instructor asks each class to select, send for, evaluate, and donate some authentic vocational materials, the library not only is enriched but the project assists the pupils to obtain significant information concerning the occupations which are closely related to, or largely dependent on, each subject.

For this exercise, it may be possible to utilize newspaper articles, news releases, and magazines not found in the school library. A survey of patrons and friends of the school for subscribers to these business, professional, and trade journals will yield a fairly extensive list in most communities. Requests can then be made for old copies of these magazines and arrangements made for students to collect them at reasonable intervals. If members of the business classes arrange to call for business journals at the business offices, they gain some familiarity with the various offices.

The material should be carefully evaluated and labeled before it is added to the pamphlet and clipping file.

### 3. SURVEYING THE OCCUPATIONS IN A COMMUNITY

Cumulative information, kept up to date, is obviously essential in understanding recent changes and in forecasting trends. A local survey is one of the best methods of revealing the picture of current occupational opportunities in a community. It gives reliable information about the number and kinds of actual positions available. The interviews, charts, and pictures reveal the occupational status of those who have left school and enlighten the current pupils about the number and kinds of jobs available and the working conditions they may expect to encounter. An occupational survey may be made by means of (1) a study of local industries, (2) a survey of jobs held by alumni, and (3) a survey of current placements made by the school or public employment service.

#### *Study of Local Industries*

When the community survey is conducted in co-operation with community organizations, considerable factual information may be obtained regarding employment in the clerical, business, and sales occupations. For example, the Schenectady Job Op-

portunity Survey is a joint enterprise of the Department of Public Instruction and the Chamber of Commerce.

Another example of a study of local industries is the *Job Opportunity Survey* made by the commercial teachers of the Evansville, Indiana, Public Schools of the commercial positions in that community. In this survey, a combination questionnaire-interview method was employed. One hundred high school seniors visited 2100 employers, conducted the interviews, filled out the questionnaires, and tallied the results to find out the occupations of the community, requirements of each, and what educational training should be provided to meet the requirements. No attempt was made to determine salaries, as it was thought that in many cases the question would lead the firms to lose sympathy with the survey.

Five representative businessmen were asked to serve with and advise the committee of commercial teachers. These men approved the final draft of the report form and signed the newspaper request that employers co-operate in the undertaking. This advisory committee's endorsement of the survey meant much to its acceptance by the business firms. Especially helpful was the following letter \* which the student solicitors carried with them, signed by the businessmen's committee:

Public Schools  
Office of the Superintendent  
Evansville, Indiana

To the Employers of Evansville:

This will introduce \_\_\_\_\_, who is co-operating with the business and professional firms of this city and the public schools office in conducting an occupational survey of all commercial positions in Evansville.

The purpose of this survey is to learn the number and kinds of positions for which Evansville high-school students should be trained. When this information has been found, the public schools will outline courses in the subjects that graduates must know in order to give satisfactory service to the businessmen of this city.

This survey is of value to you because it will pro-

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\* *Job Opportunity Survey*, p. 14. South-Western Publishing Co., November 1936. (Out of print.)

duce the kind of people you want in the right proportion to your needs.

If you will permit this student to talk with you or another member of your firm for five or ten minutes to secure the needed information, it will be greatly appreciated and very beneficial to the schools, and we believe to Evansville business and industry

Very truly yours,

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Business Men's Committee Commercial Occupational Survey for the Public Schools

Kiwanis International distributes a brief bulletin, *How to Conduct a Community Occupational Survey*, suggesting how a service club can co-operate.

The Occupational Information and Guidance Service of the U. S. Office of Education has published a comprehensive bulletin, *Community Occupational Surveys*,\* based on a study of ninety-six surveys completed during the period 1930-40. The surveys included in the study are limited to those (1) which surveyed the occupational distribution of all or most of the workers in a given area and (2) were made with the intent of using the information obtained in vocational guidance, training, or placement. All of the surveys are those of the panoramic type, supplying a quick, over-all snapshot of the occupations in a community at a given time, like that provided by the decennial Census of Occupations. The bulletin gives detailed steps to be taken in making a community occupational survey, a discussion of the techniques involved, full descriptions of particular surveys, an outline of survey steps, samples of forms, and an annotated bibliography.

A formal survey and follow-up of current placements made by the school provides information about many phases of the work experiences of its former students. Given this information, the school staff not only can strengthen the available placement

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\* Zapoleon, Marguerite. *Community Occupational Surveys* Occupational Surveys. Occupational Information and Guidance Series No. 10, U.S. Government Printing Office, 1942. 25¢

service and improve the related school vocational guidance and instructional programs, but also can furnish youth with facts concerning occupations in the community. The good will created by the closer relationship between the school and the businessmen of the community will result in better co-ordination of effort on behalf of youth.

### *Survey of Jobs Held by Alumni*

A simple and practical way for making a follow-up study is described in the article, "Follow-Up in the Office Training Course," by Earl W. Barnhart in *Occupations, the Vocational Guidance Magazine*, February 1939. The plan not only offers a worthwhile project to provide office experience and training to enrollees in the high school business course, but also serves as a small and inexpensive start toward a more comprehensive program of follow-up.

Another study of interest to teachers of business subjects is "A Follow-Up Study of the Secretarial Science Graduates of Colby Junior College, 1931-1938," by William H. Thompson, New London, N.H. Forms and letters used are included in this master's thesis.

The New York State Department of Education has prepared a bulletin for public schools in the state, entitled *A Plan for the Study of Youth Who Have Left School*. The Department helped to organize a uniform plan and summarized the findings on a state-wide basis. Likewise the Pennsylvania Department of Public Instruction has prepared detailed instructions on methods of conducting surveys: *Suggestions for Making and Reporting Occupational Surveys*.

Poughkeepsie's participation in the New York State follow-up study illustrates an individual school effort. Information from ninety-one per cent of the previous year's graduates and drop-outs was obtained at a cost of 10.2 cents per respondent. Questionnaires and schedules were mailed. Arrangements were made with the local newspapers to feature a photograph of the first boy who answered with a story regarding his wholehearted co-operation with the survey. A few days later a picture of the class president dropping his reply in the mail was published. Two follow-up written requests, telephone calls, and home visits served to raise the percentage of returns, and as a final effort,

the co-operation of a class in sociology at Vassar College was enlisted for interviewing those who had not responded.\*

Besides furnishing current information about occupational opportunities, the follow-up study provides for appraisal of results of teaching. The program of training clerical workers will function more satisfactorily when the experience of former students in employment is observed and analyzed. It should be noted, however, that many of the surveys of jobs held by alumni do not cover jobs held by those who did not graduate from the local high school and that generally a large percentage of these graduates do not answer questionnaires. Also the survey of placements does not cover jobs obtained by individuals without the assistance of placement offices. Some surveys are planned to include these categories.

In Michigan (and in some other states) each school system is required by law to take a census of all children 6 to 19 years of age living within the school district. In Kalamazoo (and in certain other cities) a few questions have been added to the required census list, to be answered for all who are not in school. Kalamazoo includes also the 20-year olds, and in this way information is obtained concerning the nature of the work done by all youth in the community who are under 21 years of age. The school census could be extended to 22- or 25-year olds, if desired, without adding greatly to the cost and would furnish information also concerning unemployment among youth.

### *Survey of Current Placements*

Many state employment offices and labor departments prepare reports and graphs of monthly and annual placements. A report such as that of the National Office Management Association, 1940-1941, yields usable information. The number of workers in each of seventeen clerical and office occupations in twenty-three cities, with the average salaries, gives the basis of interesting comparisons, even though all employers did not report.

Surveys based on suggestions contained in the following studies would furnish the basis for invaluable aid to young people about to leave school and seek work:

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\* Paper presented by Clarence Faylor at the National Vocational Guidance Association, San Francisco, California, February 20, 1942

## SOURCES OF SUGGESTIONS FOR CONDUCTING SURVEYS

- Community Planning for Youth.* Reller, Theodore Lee. The Public Education and Child Labor Association of Pennsylvania. Philadelphia, Pennsylvania, 1938. \$1.00
- How to Make a Community Youth Survey.* Chambers, M. M., and Bell, H. M. American Council on Education, 1939. (Prepared for the American Youth Commission.) 25¢
- Job Opportunity Survey; Report of Survey Made, 1935.* Evansville, Indiana, Public Schools. South-Western Publishing Co. 1936. (Out of print.)
- §*Matching Youth and Jobs.* Bell, Howard M. American Council on Education, 1940. (Prepared for the American Youth Commission.)
- Surveys of Youth; Finding the Facts* Harley, Dudley L. American Council on Education, 1937
- "What Are the Steps in the Process of Determining the Occupational Opportunities in a Given City." Nichols, Frederick G. Pp. 361-70. *Yearbook*, Eastern Commercial Teachers' Association, 1928.
- When Youth Leave School.* The Regents' Inquiry. McGraw-Hill Book Co., 1938.
- Your Community, Its Provision for Health, Education, Safety, and Welfare.* Colcord, J. C. Russell Sage Foundation, New York City, 1939. 85¢
- Youth; Community Surveys.* Committee on Youth Problems. U.S. Department of the Interior, 1936. 15¢
- Youth Problem in Denver.* University of Denver Reports. Bureau of Business and Social Research, 1938.
- Youth Tell Their Story.* Bell, H. M. American Council on Education, 1938. (Prepared for the American Youth Commission.)
- §ZAPOLEON, MARGUERITE *An Outline of Steps in a Community Occupational Survey.* Occupational Information and Guidance Service, U.S. Office of Education, 1941. 18 pp. Free
- §ZAPOLEON, MARGUERITE *Community Occupational Surveys.* U.S. Government Printing Office, 1942 25¢

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## XXV

### Classifying and Filing Clippings and Pamphlets

**A**LMOST every worker in an office, regardless of specialization, does some filing. Business educators now recognize that the ability to file correctly is an intrinsic part of clerical work and they are devoting more time to the teaching of filing. Because so many government files are guided by extensive indexes, Civil Service examinations for clerical workers often include questions about various methods of filing and lists of names to be arranged according to these systems.

To give pupils a filing and finding skill, they should practice using actual materials — real guides and folders, real incoming letters and pamphlets, and cross-reference sheets, after they complete the theoretical training.

#### *A Departmental File*

The business education department may create an occupational file for its own use, to have available the tools of teaching filing as well as the tools of giving occupational information.

If the school has a vocational counselor, it is probable that his office file will contain the more complete sets of monographs. The business department file, then, may contain an extensive file of information on various phases of business pursuits. For other occupations there would be inexpensive materials, such as newspaper clippings, photographs, leaflets, advertisements, and typed excerpts from books and magazines.

The school and city library, the city employment offices, and social service agencies in the community would undoubtedly be glad to have the assistance of the business classes in typing labels, indexing, coding, and filing materials in their occupational files. By serving an internship in these offices, students could secure some practical filing experience and profit from contacts in actual offices.

As the pamphlets, monographs, leaflets, and newspaper clippings are assembled, they must be filed systematically so as to be readily accessible. If they can be arranged according to several classifications in the different occupational files, as described below, pupils can be given meaningful and purposeful experience in

learning various filing systems. As the classes assist in labeling, coding, and arranging the pamphlets in the creation of the files and later locate the material for class use and refile it, they will become accustomed to the fact that identical material may be filed according to various classifications and attain a skill in the techniques and intricacies of filing which can be directly applicable to the work of any office.

Descriptions of various classification systems, with the schemes of divisions and subheads, may be found in references given in the following pages. The system of classifying the occupations has the advantage of grouping together material about related occupations, thereby suggesting to the inquirer that he investigate the entire field. Thus the folders under "C" (clerical) will be labeled: bookkeeper, cashier, clerk, file clerk, mail clerk, office boy, office machine operator, pay roll clerk, receiving and shipping clerk, secretary, stenographer, stock clerk, timekeeper, and typist. A simple alphabetic method would list under "C": cabinet maker, calculating machine operator, canning industry, carpenter, carpet industry, car shop worker, cartographer, cartoonist, carver, case worker, caterer, cattle raiser, etc., a confusing array to one considering which kind of work to investigate.

The classified systems contain all the principles of the alphabetic system of filing correspondence and the logic of business filing. Filing according to several systems may have merit depending on the services used.

Various systems are suggested for the school library, business education department, public library, and employment offices, in case students may assist in creating filing classifications in those offices. If several offices arranged to use different guides, familiarity could be gained with the various systems such as the Amberg Leader Index, the Globe-Wernicke Safeguard Index, the Library Bureau Variadex Alphabetic Index, the Shaw-Walker "Super Ideal" Index, and the Y & E (Yawman and Erbe) Direct Name Index. Or in a four-drawer cabinet there could be a different indexing system in each drawer.

Many users of monographs use tentative penciled labels on the folders and rely heavily, at least temporarily, on the "miscellaneous" divisions. These offices may accept the services of high school typists and file clerks to classify, code, typewrite labels, check old files, and file accumulated leaflets, clippings, and pictures according to several methods.

A well-planned classification system should be determined in advance of typewriting the labels. For example, there are five booklets entitled variously, "bus and truck driver," "truck and bus driver," "bus driver," "truck driver," and "taxi driver." If labels were prepared as they were received, these booklets would be placed in five folders, whereas it is more convenient for the user to have them in one folder, which can be removed from the file and examined. Cross-reference forms may be inserted in folders for cross-referencing a single piece or group of pieces from one folder to another. Tabbed sheets, with tabs in individual folder position, may be inserted in file drawer for permanent cross reference, whenever material relating to a subject, and filed thereunder, may be called for by other names or subjects.

#### CLASSIFICATION SYSTEM SUGGESTED FOR SCHOOL LIBRARY

The occupational pamphlet file in the school library may be classified according to a straight alphabetic system of 660 headings suggested in [13] "The Vertical Occupational File" or it may be adapted from the index of the *Occupational Index*. Another suggested list consists of the 260 headings used in Bennett's *Occupations and Vocational Guidance; A Source List of Pamphlet Material*.

#### CLASSIFICATION SYSTEM SUGGESTED FOR U.S. EM- PLOYMENT OFFICE AND SCHOOL COUNSELOR'S OFFICE

The file maintained by a division of the United States Employment Service or a school placement office that co-operates with a public employment service will follow the plan developed by the United States Employment Service, using the classification of the *Dictionary of Occupational Titles — Part II, Titles and Codes*.

This classification is increasing in popularity, since it is uniformly used in all divisions of the United States Employment Service and the *Dictionary* code numbers are used on the induction papers of every man in the War Service. The Soldier's Qualification Card, which resembles the application card used by public employment offices, follows the soldier throughout his military career and is finally used by the various divisions of the United States Employment Service in helping him make his read-

justment to a civilian occupation when he leaves the Service.\* Descriptions of this system may be consulted in articles written by Rochelle Gachet [2] and by Raymond Handville [4].

There are two sources of supplies for these systems of classifying occupational titles. The Chronicle Press, Port Byron, N.Y., sells a set of gummed labels in four colors on which are printed 450 occupational titles and codes (\$2.50), five hundred manila folders collated to set up the file (\$9.00), and directions and outline of the file (\$.50); complete set \$11.50. The Science Research Associates distribute a guidebook [13] and a set of seventy-five file folders printed with an alphabetic list of occupations. Each folder lists the "see also" references to other related fields. This occupational filing plan is priced at \$6.00.

#### CLASSIFICATION SYSTEM FOR SUGGESTED PROFESSIONAL GROUP OR SERVICE CLUB

In communities where service club members invite young people to interview them about their work, the clubs may appropriate the cost of a file on the occupations represented by their membership. When an occupational file is started and attractively labeled, many members will add current materials so as to have them available for their interviews with youth. Thus the filing project not only will provide actual practice for the business classes but will encourage the adult consultants to keep currently informed on literature on their vocations.

If practice in classifying occupations which usually require college training is desired, a pamphlet distributed by the Harvard University Graduate School of Education offers suggestions. This classification that permits easy arrangement of vocations of college men uses a four-symbol code that lends itself well to statistical tabulation and sorting by the Hollerith method. Entitled *An Occupational Classification for Research Workers*, it is an adaptation of the Census classification made by Rulon and Blanton for the purpose of classifying Harvard University graduates by their occupational choices before and after leaving college. This system is useful for comparing and exchanging information with other personnel officers.

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\* Paper presented by Captain Creighton E. Hays, Personnel Consultant, Adjutant General's Department, to the National Vocational Guidance Association, San Francisco, California, February 18, 1942.

CLASSIFICATION SYSTEM SUGGESTED FOR  
THE PUBLIC LIBRARY

The file in the public library may be classified according to the Dewey decimal classification, the Census classification, or the major occupational divisions given in one of the following:

1. *Alphabetical Index of Occupations and Industries* Alba M. Edwards. Supt. of Documents, Washington, D.C., 1940. \$1.25  
Occupations are arranged alphabetically and each designation is followed by a symbol indicating to which of the 451 occupations and occupation groups of the 1940 Census classification it belongs. This system of classification has been described by Mary Huey [5].
2. *An Occupational Information File*. May Rogers Lane. International Textbook Company, Scranton, Pa., 1932. 25 pages. 75¢  
750 guide cards needed for the classification.
3. *Topical Index of Occupations with Book References*. Occupational Research and Counseling Division, Cincinnati Public Schools. 1932. Mimeographed.
  1. Agriculture and animal husbandry
  2. Forestry
  3. Extraction of minerals
  4. Manufacturing and mechanical
  5. Trade
  6. Transportation
  7. Clerical service
  8. Professional service
  9. Domestic and personal service
  10. Public service1210 topical divisions classified according to the 1930 U.S. Census grouping of workers. This system is described by Mary Corre [1].

CLASSIFICATION SYSTEM SUGGESTED FOR THE  
BUSINESS EDUCATION DEPARTMENT

As the business education department file will emphasize the sections on business, clerical occupations, government service, manufacturing industries, and communication, a useful classification can be adapted from Parker's *Books About Jobs*. This plan is described in [3] "Filing Your Occupational Information."

Six hundred job classifications are coded and indexed in [10] "A Plan for Filing Unbound Occupational Information."

Gummed labels with printed titles and codes corresponding to the above plan may be secured from the Chronicle Press, Port Byron, New York, for \$2.50. The labels are published in a booklet, in perforated strips, standard size, with four colors to subdivide properly the classification of 600 occupations. A card listing the occupations, a cross reference to them, and directions for setting up the file are available in printed form.

Five hundred file folders in the correct number of each position to set up the file, as classified above, may also be secured from the Chronicle Press, Port Byron, New York, at a cost of \$7.50.

### *Labels Needed for Series or Pamphlets*

A shorter list of titles, requiring 241 folders for the filing of the 800 pamphlets in the series listed below, has been found useful. The coding is suggestive of the title and aids in refiling the material without referring to a code index. Furthermore, the coding suggested is simple and yet elastic enough to permit the addition of other titles as they appear.

For example, two adjacent labels are "stenographer" and "timekeeper," coded 4CL st and 4CL ti. If a pamphlet is received on stenotype operator, a guide so labeled and coded 4CL st o can be inserted between the two guides without disturbing arrangement and without discarding present codes. This flexibility provides for expansion at any point without impairing the efficiency of the index.

Included in the file are these series of pamphlets:

- 152 *Careers Research Monographs*. Chicago: Institute for Research, 537 S. Dearborn St. 75¢ each
- 100 *Occupational Outlines on America's Major Occupations*. Chicago: Science Research Associates \$9.75
- 67 *Occupational Abstracts*. New York: Occupational Index, Inc., Washington Square. 25¢ each; 15¢ each in lots of 10
- 61 *Success Vocational Information Series*. Chicago: Morgan-Dillon Co., 5154 N. Clark Street. 32¢ each
- 75 *Commonwealth Vocational Guidance Monographs*. Chicago: Commonwealth Book Company, Inc., 80 E. Jackson Blvd. 75¢ each; series of 25 for \$13.50
- 45 *Vocational and Professional Monographs*. Boston: Bellman Publishing Company, Inc., 6 Park Street. 50¢ each
- 36 *American Job Series*. Chicago: Science Research Associates, 228 South Wabash Avenue. 60¢ each

- 50 *Descriptions of Professions.* Washington, D.C.: National Roster of Scientific and Specialized Personnel. War Manpower Commission. Free
- 150 *Occupational Reprints and Abstracts.* Chicago: Science Research Associates. 50 or more copies, 5¢ each
- 29 *Vocational Monographs.* Chicago: Quarrie. \$1 per set
- 19 *Guidance Leaflets.* Washington, D.C.: U.S. Office of Education. Superintendent of Documents. 5¢ each
- 16 *Picture Fact Books.* Harper & Bros. 80¢ each
- 800 Total number of pamphlets and small books

The following is a subject file developed by the author.

# CLASSIFICATION SYSTEM FOR FILING PAMPHLETS AND CLIPPINGS

(Major Headings Adapted from Parker's *Books About Jobs*)

## Code Number

1. AGRICULTURE		
1A	A	Animal husbandman
1A b		b Beekeeper
1A c		c Cattle raiser
1A d		d Dairy farmer
1A h		h Horse raiser
1A p		p Poultryman
1F	F	Farm laborer
1H	H	Horticulturist
1H fl		fl Florist, nursery, and flower growing
1H fr		fr Fruit, nut, and berry grower
1H m		m Market gardener and truck farmer
1H p		p Plant pathologist
2. ARTS		
2A	A	Architect
2CE	CE	Ceramic artist
2COM	COM	Commercial and industrial artist
2COS	COS	Costume designer
2DR	DR	Dramatic artist
2DR a		a Actor
2DR m		m Motion-picture actor
2DR r		r Radio entertainer
2I	I	Interior decorator
2L	L	Landscape architect
2M	M	Musician
2P	P	Photographer

3		3. BUILDING TRADES	
3BU C	BU C	Building contractor	
3BU M	BU M	Building maintenance manager, elevator operator, porter, janitor	
3C	C	Carpenter	
3E	E	Electrician	
3M	M	Mason and bricklayer	
3PLA	PLA	Plasterer	
3PLU	PLU	Plumber	
3S	S	Sheet metal worker	
4		4. BUSINESS AND CLERICAL WORK	
4AC	AC	Accountant and auditor	
4AD	AD	Advertising man	
4AD w	w	Window trimmer	
4CL	CL	Clerical worker	
4CL b	b	Bookkeeper	
4CL ca	ca	Cashier	
4CL cl	cl	Clerk	
4CL cl F	F	File clerk	
4CL cl M	M	Mail clerk	
4CL cl P	P	Pay roll clerk	
4CL cl R	R	Receiving and shipping clerk	
4CL cl S	S	Stock clerk	
4CL m	m	Messenger and delivery boy	
4CL of b	of b	Office boy	
4CL of m	of m	Office machine operator	
4CL se	se	Secretary	
4CL so	so	Social secretary	
4CL st	st	Stenographer	
4CL ti	ti	Timekeeper	
4CL ty	ty	Typist	
4CR	CR	Credit and collection manager	
4E	E	Executive	
4F	F	Financier	
4F b	b	Banker	
4F i	i	Investment banker and stock broker	
4I	I	Insurance agent	
4M	M	Merchant and merchandising	
4M b	b	Bookseller and bookstore operator	
4M c	c	Chain store manager	
4M d	d	Department store work	
4M d B	B	Buyer	
4M d C	C	Cashier	



4M d	S	Shopper
4M d	T	Training director
4M f	f	Furniture dealer
4M gar	gar	Garage worker
4M gas	gas	Gasoline station attendant, filling station operator
4M gi	gi	Gift dealer
4M gr	gr	Grocer
4M mill	mill	Millinery dealer
4M milk	milk	Milk distributor
4M mo	mo	Motion-picture theater operator
4M o	o	Office manager
4M p	p	Purchasing agent
4M rea	rea	Realtor and real estate worker
4M ret	ret	Retail meat dealer
4M sa	sa	Salesman
4M st	st	Store occupations
4M th	th	Theater operator
4T	T	Traffic manager
5	5. COMMUNICATION	
5R	R	Radio worker
5TE T	TE T	Telephone and telegraph worker
5TE V	TE V	Television worker
6	6. DOMESTIC AND PERSONAL SERVICE	
6BA	BA	Barber
6BE	BE	Beauty culture and cosmetologist
6H	H	Household worker
6L	L	Laundry worker
6M	M	Mortician
7	7. EDUCATION	
7C	C	College personnel officer
7T	T	Teacher
7T r	r	Rural teacher
7V	V	Vocational counselor
8	8. ENGINEERING	
8A	A	Aeronautical engineer
8CH	CH	Chemistry and chemical engineer
8CI	CI	Civil engineer
8D	D	Diesel engine occupations
8E	E	Electrical engineer
8I	I	Illuminating engineer
8MEC	MEC	Mechanical engineer
8MEC m	m	Mechanical crafting and design
8MET	MET	Metallurgical engineer
8MI	MI	Mining engineer

8SA	SA	Sanitary engineer
8ST	ST	Structural engineer
8ST a	a	Acoustical engineer
8ST c	c	Construction contractor
8ST h	h	Heat, ventilation, and air-conditioning engineer
8ST r	r	Road building and repair workers
8R	R	Refrigeration engineer
9	9. FISHING	
10	10. FOOD AND HOME ECONOMICS	
10B	B	Butcher
10C	C	Cook, chef, baker, caterer
10D	D	Dietitian
10FO D	FO D	Food demonstrator
10FO S	FO S	Food store worker
10HOS	HOS	Hostess
10HOT	HOT	Hotel worker
10R	R	Restaurant worker and manager
10T	T	Tearoom restaurant or coffee shop manager
10W	W	Waiter and waitress
11	11. FORESTRY	
12	12. GOVERNMENT AND PUBLIC SERVICE	
12CIV	CIV	Civil service worker
12CIT	CIT	City and county manager
12CO	CO	County clerk
12D	D	Defense occupations
12D a	a	Army
12D c	c	Coast Guard
12D ma	ma	Marine
12D me	me	Merchant Marine
12D n	n	Navy
12D s	s	SPARS
12D wa	wa	WACS
12D wav	wav	WAVES
12D	D	Detective
12FI	FI	Fireman
12FO	FO	Foreign service worker
12POL	POL	Police officer
12POS	POS	Postal service, postal worker, letter carrier
13	13. HEALTH AND MEDICAL OCCUPATIONS	
13C	C	Chiropodist
13DH	DH	Dental hygienist
13DM	DM	Dental mechanic
13D	D	Dentist

13H	H	Hospital manager
13M	M	Medical laboratory technician
13N	N	Nurse
13OC	OC	Occupational therapist
13OP	OP	Optometrist and optician
13OS	OS	Osteopath
13PA	PA	Pathologist
13PHA	PHA	Pharmacist and drugstore workers
13PHY	PHY	Physician and surgeon
13PHY a	PHY a	Physician's assistant
13PHYS	PHYS	Physiotherapist
13PSY	PSY	Psychiatrist and mental hygienist
13PU	PU	Public health officer
13V	V	Veterinarian
13X	X	X-ray technician
14	14. LABOR — unskilled	
14T	T	Teamsters
15	15. LANGUAGES	
16	16. LAW	
17	17. LIBRARY WORK	
18	18. MANUFACTURING AND INDUSTRIAL EXECUTIVE	
18F	F	Foreman
18P	P	Personnel and industrial relations manager
19	19. MANUFACTURING INDUSTRIES AND TRADES	
19A	A	Aircraft industry worker
19A a	a	Airplane mechanic
19CLA	CLA	Clay and ceramics industry worker
19CLE	CLE	Cleaning and dyeing industry worker
19F	F	Food industry worker
19F b	b	Baking industry worker
19F ca	ca	Candy industry worker
19F can	can	Canning industry worker
19F d	d	Dairy industry worker
19F m	m	Meat-packing industry worker
19GA	GA	Garment industry worker
19GA d	d	Dressmaker and seamstress
19GA t	t	Tailor
19GL	GL	Glass industry worker
19I	I	Ice-cream industry worker
19L	L	Lumber industry worker
19M	M	Millinery industry worker
19O	O	Oil and gas industry worker
19P	P	Paint industry worker
19R	R	Rubber industry worker
19SH	SH	Shoe and leather goods industry worker

19ST	ST	Steel industry worker
19T	T	Tobacco industry worker
19W	W	Woodworking industry worker
19W c	c	Cabinetmaker
19W p	p	Patternmaker
20	20. METAL AND MACHINE TRADES	
20BL	BL	Blacksmith
20BO	BO	Boilermaker
20F	F	Foundry worker
20MA O	MA O	Machine operators
20MA O p	p	Power machine operator
20MA S	MA S	Machine shop operator
20ME	ME	Mechanic
20T	T	Tool and diemaker
20W	W	Welder
21	21. MINING AND QUARRYING	
22	22. PRINTING AND PUBLISHING	
22C	C	Compositor and typesetter
22L	L	Linotype operator
23	23. RELIGIOUS WORK	
24	24. SCIENCE	
24BA	BA	Bacteriologist
24BI	BI	Biologist
24CH	CH	Chemist
24CL	CL	Climatologist and meteorologist
24CR	CR	Criminologist
24E	E	Explorer
24F	F	Fuel technologist
24G	G	Geologist
24L	L	Laboratory technician
24M	M	Museum worker
24SOC	SOC	Sociologist
24SOI	SOI	Soil scientist
25	25. SOCIAL WORK	
25R	R	Recreation worker
26	26. TRANSPORTATION	
26A	A	Air transportation worker
26B	B	Bus driver, truck driver, taxi driver
26R	R	Railway transportation worker
27	27. WRITING	
27J	J	Journalist

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27  
Subject Divisions  
Guides

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70  
Subdivisions

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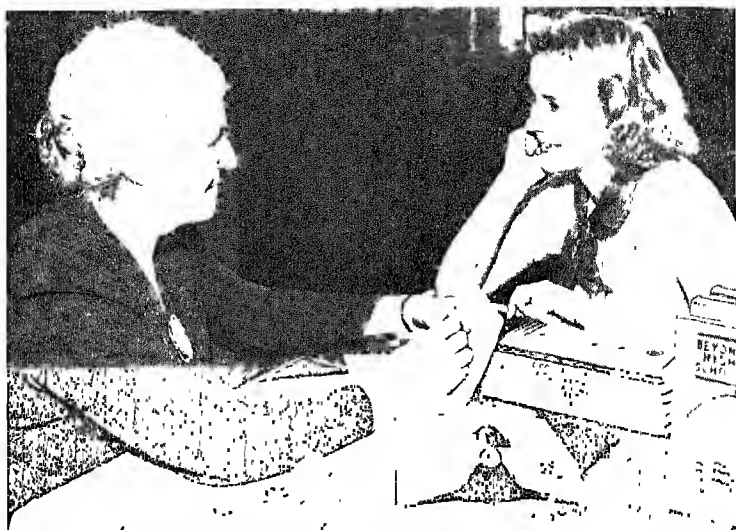
9  
Sections of  
subdivisions



49 Panel discussion of adult reading club gave pupils respect for reading as a leisure-time interest. West Bend, Wisconsin (P. 147)



50 Professor Treacy of Marquette University counsels with West Bend youth, utilizing posters available from Edlund's Man Marketing Clinic, New York City (P. 357)



51 The individual conference results in the pupil's stronger conviction of purposes and goals. Providence, Rhode Island, Public Schools.



52. Shelf of books about occupations given to public library by Detroit Zonta (Pp. 398-399)

## *Filing Supplies*

At the left of the file drawer, in the natural position for first reading, appear the alphabetically arranged subject guides that afford the basic breakdown of the filed material. Occupying the second position are division tabs, giving special emphasis to the more common occupations. The third and fourth positions indicate the subdivisions.

The following supplies have been found to be useful with the vertical letter-size file:

- 27 subject guides — heavy gray pressboard guides, third cut, with angular metal tabs in extreme left position, with removable label tabs
- 27 folders — one-third cut, tabbed on extreme left with orange-colored labels, for miscellaneous items.
- 135 active folders — standard individual folders, extra heavy in weight, one-third cut, tabbed in the center, properly labeled with blue gummed labels.
- 70 folders — extra heavy in weight, one-fifth cut, tabbed in fourth position with rose-colored gummed labels, for subdivisions.
- 9 folders — one-fifth cut, tabbed on extreme right with buff-colored labels, for sections of subdivisions.

Thus the code number for "Cashier" is 4CL ca, indicating that the "Cashier" folder should be numbered "4CL ca CASHIER" and placed behind the secondary guide "Clerical Occupations" that is arranged in proper numeric and alphabetic order behind the primary guide "Business and Clerical."

The Triple Check Automatic Index or the Library Bureau Variadex Alphabetic Index may also be adapted to this system, by the use of color on the secondary guides and folder labels to designate the divisions of the alphabet. The Dewey Decimal System for subject classification, used for classifying library books, could be adapted. Decimal classification and relative index are very convenient for cataloging books for a vocational shelf as the Standard Catalogs give the Dewey classification number for each book. To identify these books as belonging on the vocational shelf, the letter "V" may precede the decimal classification number and books on related vocations will be grouped as in the bibliography on pages 452-455. The reference for this classification is Melvil Dewey's *Abridged Decimal Classification and Relative Index* published by H. W. Wilson Company.

## *Coding*

After the classification or indexing caption has been determined, it must be indicated on the pamphlets, clippings, and pictures, so that when they are removed from the files, they can easily be replaced in the proper folders.

Each pamphlet may be coded numerically according to the principle of an automatic index system. The number on the left refers to primary indexes, with a letter for each alphabetic division, and the letters refer to secondary or subdivision indexes. In coding a name like "Cashier," reference to the primary chart shows that "Clerical" should be assigned to number 4CL while reference to the occupational classification shows that "Cashier" should be assigned to "ca."

The automatic index filing lends itself best to a four-drawer system. However, if several classes assemble posters, advertisements, and magazine clippings, an extensive occupational file soon accumulates. And the business education department can find no more meaningful way to teach the many methods of classifying, coding, filing, and indexing than through the use of this occupational material.

Practice in developing or adding to the departmental file should be the first step in giving practice in classifying and filing occupational materials. Then various members of the office practice, stenography, or typewriting classes may volunteer to assist the public library, the local office of the United States Employment Service, community organizations, school library, and the vocational counselor, if one is employed in the school.

This assistance may take the form of placing fresh typewritten labels on folders already in use, checking the contents of folders and removing misplaced items, labeling new folders, classifying and filing new material, classifying filed material into smaller divisions, and arranging file according to one of the accepted systems of filing.

Instead of assigning superficial work on make-believe practice units, the meaningful experience of creating businesslike files for actual use will render business pupils better equipped to select and purchase filing supplies as well as to classify and file. Skill in the techniques and intricacies of filing will be attained by practice in filing identical material according to various classifications in various offices. At the same time, pupils become acquainted with sources of information about occupations.



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## XXVI

### Vocational Guidance in Business Education of the Future

FREDERICK G. NICHOLS of Harvard University, writing in 1938, asserted \*: "It is a well-known and widely deplored fact that vocational guidance in our public schools is conspicuous by its absence, but that the commercial department is the chief sufferer from this neglect is not so well known." Addressing the 1936 convention of the Eastern Commercial Teachers' Association, he declared: "Vocational guidance programs in commercial education are like the proverbial snakes in Ireland; there aren't any." †

If the recommendations of the Educational Policies Commission are carried into effect in the future, the functions of vocational guidance will permeate all instruction in business education, both basic and occupational, as it is hoped they will be subsumed under all education ‡:

Every subject of instruction and every daily lesson may relate to occupational activities — the linguistic, mathematical, scientific, and social as well as the musical, artistic, homemaking, agricultural, and industrial studies. Moreover, each may contribute a significant share to general education as a whole. Every subject is also, at some stage, a tryout of the interests and abilities of students.

Vocational guidance is defined as "the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it." § Vocational guidance is a continuous process, participated in by many people and agencies, of assisting the individual to adjust himself to the demands and opportunities

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\* Nichols, Frederick G. "Commercial Education: Principles, Practices, Trends" Lee, Edwin A. *Objectives and Problems of Vocational Education*, p. 443. McGraw-Hill Book Co., 1938.

† Nichols, Frederick G. "Some Observations on Vocational Guidance in Commercial Education." *Ninth Yearbook*, p. 32. Eastern Commercial Teachers' Association, 1936.

‡ Educational Policies Commission. *Purposes of Education in American Democracy*, pp. 97-98. National Education Association of the U.S. and American Association of School Administrators. Washington, D.C., 1938.

§ "Principles and Practices of Educational and Vocational Guidance." *Occupation, the Vocational Guidance Magazine*, p. 772. May 1937.

of a dynamic economic system and to make such readjustments as may be necessary in a changing social world. It is a co-operative task requiring a high degree of co-ordination of effort, both within and without the school. A completely integrated vocational guidance program requires the intelligent and active participation of every classroom teacher.

In schools where no vocational guidance program has been established, the adoption by the teachers of business education of the methods proposed in this book will contribute to the training and success of those pupils who have elected to take business subjects. In schools employing vocational counselors, numbering somewhat less than 1,233,\* an understanding of these methods will produce better co-operation between the teachers of business subjects and counselors.

The true test of the merit of any vocational guidance work is found in the number of pupils who, through the functioning of such a program, in part at least, select, prepare for, enter into, and succeed in suitable occupations.

The responsibility of the business educator for vocational guidance is obvious. Since he gives training for business occupations, he should know the requirements of the occupations for which he gives preparation. He should assist in various ways in making these requirements known to prospective and present business pupils, to the end that when the vocational training period has ended, a group of potentially employable boys and girls may be available to handle the duties of the jobs for which training has been offered. Pupils should be qualified to meet the demands of occupational requirements.

Each year the number of specialized types of work increases greatly, as does the variety of school programs that prepare for them. Business teachers should be alert to keep currently informed regarding the detailed requirements of specific business positions in and out of the community. They should continually adapt and re-adapt their instruction to meet the prevailing social and economic conditions.

Whether or not the school maintains a thorough-going program of vocational guidance, all courses may be used as vehicles through which to impart information about occupations, to arouse vocational interests, and to provide motivation for occu-

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\* Greenleaf, Walter J. "Guidance in Public High Schools, 1942." *Occupations, the Vocational Guidance Magazine*, pp. 599-604 April 1942.

pational efficiency. In the socio-economic, consumer business education, or basic business courses, a considerable amount of occupational information may be introduced. In the occupational or pre-employment courses for the acquisition of skills and attitudes necessary for vocational competence, there may be included information concerning the occupations for which these courses give vocational preparation.

By the use of motion pictures, radio broadcasts, visits to places of employment, visual aids, and the printed materials, pupils will be given a comprehensive panoramic view of the workaday world. By the use of biography, career fiction, books, pamphlets, and the career conference, pupils will be aided to narrow their vocational choice. The intensive investigation of the occupations under consideration will give pupils a mastery of techniques to be used when studying an occupation. It will acquaint them with sources of authentic occupational information.

In the classroom of the future, more adequate facilities will be available for the utilization of the motion picture, radio, graphic aids, and the library. Better tools of research and better equipment will render easier the task of disseminating information about occupations.

In connection with giving information about working conditions, special plans should be prepared for giving pupils an understanding of the dignity of socially useful labor, interrelationships among occupations, the satisfaction attending good workmanship, knowledge of what constitutes a day's work, habits of industry, business attitudes, conduct, and etiquette so essential to success in business occupations.

The pupil must have his occupational horizon widened and his vision broadened. He must realize that the goal of the initial position is not the ultimate goal of his business career; that the office, clerical, or counter sales level of employment is the first step on his vocational ladder; that he should not limit his interest to preparation for his beginning job, but that he should be equally interested in laying a foundation of background knowledge, abilities, and attitudes which will enable him to use his first job as a springboard from which to reach a higher level of employment in a business organization. The use of biography and the exercises suggested in the section, "Information About Working Conditions," will enable him to envisage the promotional steps ahead. Above all, the pupil should be given an understanding

of the working conditions and occupational environment into which he will be plunged when he obtains his first job and shown how to deport himself so as to progress in it.

Assembling information about occupations may be achieved by means of community surveys, by co-operation with libraries and community organizations, and by firsthand contact with industry.

The methods proposed in the chapter, "Helping the Business Pupil to Inventory his Assets and Liabilities," together with tryout and avocational experiences should reveal to the pupil whether or not he possesses the capacities, interests, and abilities required for success in any of the many office, store, sales, and clerical occupations in which he might launch his business career. They will also help him decide in which of these he has the best chance of progressing.

Individual counseling and helping the individual to appraise his strengths and weaknesses require more staff time and technical and professional training than the average business educator is expected to possess. They are none the less important and may be given such attention as it is possible to devote to them. Part-time experiences or a period of supervised apprenticeship in a business office serve as one means of inventorying interests, assets, and liabilities.

Pupils will be given practice in interviewing, typewriting reports of lectures, and learning to compose directly at the typewriter. This last skill offers unique opportunities for fruitful activities. Composing directly at the typewriter is a skill that needs practice for development but has received little attention in most curricula. Pupils cannot be placed before typewriters and ordered to compose unless they have a felt need or a use for the finished product. Typewriting reports on career conferences, radio broadcasts, assembly talks, visits to places of employment, interviews, tryout and exploratory work, motion pictures, and vocational books provide excellent opportunity for composing at the typewriter and for filing these comments according to the various systems of classification and filing.

Every ambitious clerical worker is aware that ability to compose at the typewriter is an asset which may hasten his promotion. In addition to the time saved, convenience, and service rendered, composing at the typewriter makes possible a greater output of typewritten material. As an example of this, the doctoral candi-

dates at Teachers College, Columbia University, who composed their comprehensive examinations at the typewriters in the spring of 1941, wrote twenty per cent more words than those writing the examination in longhand.

In vocational guidance in business education of the future, the instructors who aspire to be heads of departments will include in their professional training methods of analysis of vocational activities, techniques of counseling and interviewing, psychological analysis of the individual, vocational testing, and other training courses designed to equip them with the specialized knowledge and skills needed to help youth prepare for work.

In addition to professional training for these services, the business educator of the future will not only make field visits to industrial and business offices and obtain practical working experience in office occupations, but will also gain experience in job analysis. In analyzing several business and clerical jobs, many worker and job characteristics are revealed which must be considered in discussing vocational opportunities and requirements with youth. While it may not be feasible for the counselor and instructor to analyze vocational activities extensively, their experience in job analysis provides them with a rich background and an enlightened understanding of many factors which are related to success or failure in business.

At present, instruction in methods of seeking employment and individual assistance through tryout, placement, and follow-up fit more easily into the usual business education program. By participation in placement and follow-up work, teachers of business subjects who do the actual training raise the standards of training to higher levels; in this way vocational teachers keep abreast of progress in office, sales, and clerical work; in this way commercial teachers become qualified to give information about the requirements, opportunities, and trends.

By performing the exercises similar to those in the chapter, "Grooming Business Pupils for Jobs," the youth will be aided to present their qualifications more effectively. They also will be made aware of the fact that more people lose their jobs because of undesirable personality traits than because of lack of technical ability and will be guided toward the development of employable qualities.

Ideally, some contact with a place of business or industrial office will supplement the vocational training. By enlisting the

co-operation of service and civic organizations, the pupil obtains some experience and is helped to make the most of it.

The follow-up function will involve helping former pupils to improve their occupational skills, to merit promotion, and to envisage promotional steps ahead. It may assist the individual to improve his relationship to his job, his employer, and his fellow workers. It will help him adjust to the difficulties encountered in making the transition from school to work.

Through the continuing assignments during his school course in investigating occupations, the pupil is kept aware of the fact that his vocational choice is not irrevocable; that he can reappraise himself in relation to his new experiences, his growing knowledge of the requirements and preparation for the work chosen, and changing conditions; that if he discovers he has made an unwise selection, he can make another plan.

Many of the activities designed to help youth plan their vocational careers also put into effect and implement many of the recommendations made by The National Council for Business Education for suggested projects for chapters of "The Future Business Leaders of America" \*:

- A. Community studies to determine job possibilities for students with a business background.
- B. Studies to determine what former graduates of the school are doing and what their recommendations are for students now in school.
- C. Development of community handbooks describing the business activities of the community and suggestions for new enterprises.
- D. Excursions to neighboring communities and cities to study employment opportunities.
- E. Development of standards and a description of them so that students may know what business will expect of them as they seek employment.
- F. A speakers' bureau of business students who can appear before high school and elementary school assemblies, luncheon clubs, young people's associations, and business groups to speak on such topics as:
  - 1. What the school is doing to make useful citizens
  - 2. What the responsibility of business firms is toward young high school graduates
  - 3. What the high school graduate ought to know about getting a job

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\* National Council for Business Education. "Future Business Leaders of America in Action." *The Journal of Business Education*, pp 18-20. January 1944.

4. What the student who is entering high school ought to know about the high school
5. What the parent should know about his school
- G. The making of films which show the opportunities for work in the community
- H. The making of films which show what to do and what not to do when applying for a job.
- I. Planning with local radio stations for a series of broadcasts regarding the place of the school in training young people for community life.
- J. A study to show how our government provides such services as the public school, public health, recreation, protection, highways, employment service, etc.

As in all effective education, the teacher's primary business is to fashion a carefully selected environment in reaction to which the pupil will use his own mind. After analyzing the purposes and needs of the pupils, the teacher must create his own situations. The suggestions offered in this book may be adapted for his use in helping youth plan careers.

Since participation in a vocational guidance program will stimulate both pupil and instructor, it is hoped the adaptation and use of the methods and suggestions in this book will bring about a state of affairs where the statement quoted at the beginning of this chapter will be no longer true but that all business education will be permeated with vocational guidance.

The following check list is presented to enable the teacher to evaluate his procedures in vocational guidance. He may wish to compute his score both before and after using the exercises and sources suggested in this book.

#### SELF-RATING FORM FOR TEACHERS ON METHODS OF VOCATIONAL GUIDANCE THROUGH BUSINESS SUBJECTS

	<i>Total Score</i>	<i>Your Score</i>
I. Imparting Information About Occupations		
A. Informing Pupils About the Occupational World		
1. Do you give a bird's-eye view of the occupational outlets of your school subject? ____	3	____
2. Do you use audio-visual aids in giving information about occupations: radio ____; motion pictures ____; photoplay ____; graphic		



	Total Score	Your Score
materials ____; visits to places of employment ____; bulletin board ____; pictures ____	7	____
3. Do you use recent information from government agencies: U.S. Occupational Information and Guidance Service ____; Occupational Outlook Service ____; U.S. Bureau of Employment Security ____; State Dept. of Education ____; State Dept. of Labor ____	5	____
4. Do you give practice in using these printed materials: U.S. Census ____; <i>Dictionary of Occupational Titles</i> ____; Report of National Resources Planning Board ____	6	____
5. Do you help youth plan careers by means of career conferences ____; dramatization ____; school assembly ____; school publications ____; avocational pursuits ____	5	____
B. Acquainting Pupils with Sources of Information About Occupations		
1. Do you give practice in using these key tools: Parker's <i>Books About Jobs</i> ____; Wilma Bennett's <i>Occupations and Vocational Guidance</i> ____; <i>Vocational Guide</i> or <i>Occupational Index</i> ____; vocational fiction ____; biographies ____; pamphlets ____; other books ____	14	____
2. Do you maintain an up-to-date clipping and pamphlet file ____; card file of pupil opinions of books ____	4	____
3. Do you acquaint pupils with sources of information regarding occupational opportunities ____; trends ____; conditions of work ____; requirements ____; rewards ____	5	____
C. Giving Pupils Mastery of Techniques to Be Used in Investigating Occupations		
1. Do you include in your assignments a careful investigation of vocations pupils may be considering? ____	4	____
D. Broadening Pupils' Understanding		
1. Do you give an understanding of the contribution of all forms of work to the welfare of society? ____	2	____

	<i>Total Score</i>	<i>Your Score</i>
2. Do you give an understanding of interrelationships existing among occupations? ____	2	____
3. Do you help pupils to envisage the promotional steps in many kinds of occupations? ____	2	____
4. Do you help pupils to understand the value of desirable personality traits? ____	2	____
5 Do you acquaint pupils with sources of information regarding problems encountered in occupational life? ____	2	____
E. Informing Pupils About Schools for Further Training		
1. Do you inform pupils about courses, curricula, colleges, and schools for preparation and further training? ____	2	____
2. Do you inform pupils about college entrance requirements ____; scholarship requirements ____	2	____
3. Has information regarding further training opportunities been collected and organized for use in counseling and pupil exploration in the following fields? (a) Colleges ____ (b) Business and commercial schools ____ (c) Trade and technical schools ____ (d) Vocational schools and evening courses ____ (e) Apprenticeship in industry ____ (f) Correspondence courses ____ (g) Army, Marine, Navy, Coast Guard ____ (h) Others ____	4	____
4. Have you warned pupils of the unethical practices of many "gyp" training schools? ____	1	____
II. Assembling Information About Occupations		
1. Do you assemble current printed materials about occupations? ____	1	____
2. Do you recommend new and authentic materials to be added to the school and public libraries? ____	1	____
3. Do you assemble information about occupations by means of the community survey? ____	1	____

	<i>Total Score</i>	<i>Your Score</i>
III. Helping the Individual to Inventory His Assets and Liabilities		
1. Do you assist the pupils in inventorying their strengths and limitations for comparison with requirements of the vocations they are considering? ____	2	____
2. Do you keep an individual cumulative record or an individual folder for each pupil? ____	2	____
3. Are personal data, test results, questionnaires, check lists assembled in one place? ____	2	____
4. Do you have at least one individual conference each year with each pupil regardless of the need for counseling pupils with unusual problems? ____	1	____
5. Are some periods (homeroom or club) devoted to activities concerning non-academic problems selected by pupils? ____	1	____
IV. Placement		
1. Do you give instruction in ways of finding employment? ____	1	____
2. Do you give assistance in finding jobs? ____	1	____
3. Do you arrange for tryout and exploratory experiences? ____	1	____
V. Enlisting the Co-operation of Community Organizations		
1. Do you utilize the service of civic and community organizations and service clubs in the following ways:		
(a) Encouraging youth to investigate occupations? ____		
(b) Assembling information about occupations? ____		
(c) Disseminating information about occupations? ____		
(d) Assisting youth to enter and progress in an occupation? ____		
(e) Assisting youth to prepare for and receive training in occupations? ____		
(f) Investigating and providing information concerning guidance agencies and proprietary schools? ____		
(g) Encouraging adequate public support of vocational guidance? ____	4	____

	Total Score	Your Score
VI. Follow-up		
1. Do you follow up your graduates to see if a satisfactory adjustment is being made? ____	1	____
2. Do you evaluate your offerings? ____	1	____
3. Do you reorganize your program to meet changing conditions? ____	1	____
VII. Professional Activities		
1. Do you read professional books and journals? (one point for each) ____	4	____
2. Have you affiliated with your State and National Vocational Guidance Association? ____	1	____
3. Do you hold membership in some organization where you meet employers? ____	1	____
4. Do you hold membership in some organization where you meet office employees? ____	1	____
Total points	100	____

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